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ABSTRACT

The "At-Risk Youth in Crisis Handbook" series has been designed to promote inter-agency agreement on procedures for schools to follow in managing crisis situations with at-risk students. Volume 1 explains the rationale for the Handbook, tells how it was developed, and guides school districts in adapting the Handbook to meet their own needs. Program benefits include a clear definition of school/agency responsibilities, establishing realistic guidelines, improved school/agency relations, an increase in collaborative efforts, and an enhanced sense of community. Suggestions for adapting the handbook to individual communities are also offered. The second part provides relevant resource materials, which include two ERIC Digests on school/social services collaboration and resumes of 12 journal articles and 38 research reports, books, and papers in the ERIC database. (LMI)

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Volume 1: Introduction and Resources

Linn-Benton Education Service District
and
ERIC
Clearinghouse on Educational Management

EA 022 562

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Volume 1: Introduction and Resources

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The ERIC Clearinghouse on Educational Management, one of several such units in the system, was established at the University of Oregon in 1966. The Clearinghouse and its companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

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Journal articles are announced in *Current Index to Journals in Education*. *CIJE* is also available in many libraries and can be ordered from Oryx Press, 2214 North Central at Encanto, Phoenix, Arizona 85004. Semiannual cumulations can be ordered separately.

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At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services

Volumes planned for this series are listed below:

Volume 1: Introduction and Resources (February (1991)
Volume 2: Suicide (March 1991)
Volume 3: Child Abuse (May 1991)
Volume 4: Substance Abuse (June 1991)
Volume 5: Attendance Services (1992)
Volume 6: Teen Parenting (1992)

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FOREWORD

Children who are at risk of dropping out of school or at risk of emotional, psychological, or physical injury have a tremendous impact on the economic, social, and political well being of our communities. Educators and human service providers alike are currently being asked to provide a broader range of services to an increasing population of troubled children—often with a simultaneous decrease in available human and fiscal resources. Today's challenges require a comprehensive community response to a community need. Consequently, the need for community collaboration in providing an effective response has become overwhelmingly apparent.

The Linn-Benton Education Service District and the ERIC Clearinghouse on Educational Management are pleased to make this *At-Risk Youth in Crisis* Handbook Series available to school districts across the nation that want to respond to the need for collaboration in their own communities.

A local tragedy involving a youth suicide became the impetus for Linn-Benton Education Service District's leadership in spearheading a collaborative effort with local schools and community agencies to develop a handbook detailing acceptable, proven guidelines for appropriate interventions. The handbook contained clear procedures for schools and agencies to follow in relation to crisis situations occurring in schools. Decisions involving crisis situations necessitate shared responsibilities among school staff and human service providers in order to provide the most appropriate and effective response to all parties of interest.

In its original form, the document was titled *A Principal's Handbook: Serving At-Risk Students in Crisis.* The handbook, developed specifically for all the schools in Linn and Benton Counties, Oregon, was contained in a three-ring binder with four initial sections: Suicide, Child Abuse, Substance Abuse, and Community Resources. With the active support of Circuit Court Judges William O. Lewis and Frank O. Knight, all the major human service agencies in the two-county area participated in the development and implementation of the handbook. At the same time, six Youth Service Teams were formed in key areas, whereby two interagency county units were activated.

Benefits of this collaborative effort have included a clear delineation of school/agency responsibilities, realistic guidelines, improved relationships between

schools and agencies, an increase in additional collaborative efforts, and, most importantly, a sense of community responsibility. And, of course, the child ultimately becomes the big winner.

Recognizing the success of this effort in Linn and Benton Counties, the ERIC Clearinghouse on Educational Management devised a plan to make the Handbook available to a national audience. First, the Clearinghouse asked the coordinators of the Linn-Benton project to write the overview of the program that is contained in Volume 1. This description covers why and how the Handbook was developed and advises other school districts on forging similar collaborative endeavors in their own communities.

Second, the Clearinghouse assembled the resource materials contained in the second section of this volume. These materials include two *ERIC Digests* and resumes of journal articles and research reprorts, books, and papers in the ERIC database on collaboration between schools and social service agencies.

Subsequent volumes in the *At-Risk Youth in Crisis* Handbook Series deal with specific crisis issues: Suicide (Volume 2), Child Abuse (Volume 3), and Substance Abuse (Volume 4). All these volumes will be in print by the end of 1991. Volumes currently being written on Attendance Services and Teen Parenting will be published in 1992.

We wholeheartedly support this important work and encourage other education and community agencies to engage in the valuable process of collaboration.

Gerald J. Bennett
Superintendent
Linn-Benton Education Service District

Philip K. Piele
Professor and Director
ERIC Clearinghouse on Educational Management

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Handbook Series

THE HANDBOOK: A MODEL FOR CONTENT AND PROCESS

The *At-Risk Youth in Crisis* Handbook Series has been designed to promote interagency agreement on procedures for schools to follow in managing crisis situations with at-risk students. *Volume 1: Introduction and Resources* explains the rationale for the Handbook, tells how it was developed, and guides school districts in adapting the Handbook to meet their own needs. This volume also provides resources on the general subject of collaboration between schools and social service agencies.

Subsequent volumes deal with specific crisis issues: suicide, child abuse, substance abuse, teen parents, school attendance, and so forth. Each volume suggests guidelines for school staff to follow as they respond to immediate crisis situations. In addition, each volume presents long-term prevention strategies, staff and student training programs, policy development guidelines, and other practical materials.

The following format is used to address each crisis topic:

- Key Point Pages—quick references for emergency crisis decision-making
- Facts about the Topic
- Immediate Considerations for Schools
- Prevention Training
- Policy and Procedure Development
- Legal Requirements and Ramifications of School Responses
- Sample Prevention and Intervention Policies and Procedures
- Community Resources Related to the Topic
- References

INTERAGENCY COOPERATION

A theme running through all these volumes is the need for interagency cooperation. Schools play a critical role in preventing and intervening in crisis situations. However, they can neither assume total responsibility for resolving crises, nor abdicate responsibility on grounds that such problems are outside the realm of the educational focus of the school.

A comprehensive, integrated approach, in which schools, parents, and community agencies cooperate and collaborate, is absolutely essential to prevent these problems from occurring and to intervene at the earliest possible moment when they do occur.

A DIRECTORY OF COMMUNITY RESOURCES

The authors originally developed the Handbook for the schools in Oregon's Linn-Benton Education Service District. To encourage collaboration between the schools and the social agencies within the ESD's boundaries, the authors included in each volume a Community Resources section. For each community agency whose scope of services included the crisis topic, the Handbook listed the services they provide, the limitations within which they operate, and the procedures for gaining access to their services. This information is vital for school personnel to know if the schools and these agencies are to become partners in helping youth at

risk.

We emphasize that this Handbook will not be a completely useful tool until its users collect this same kind of information about the social service agencies in their own communities. Each school district or ESD will need to create its own Community Resources section for each volume in this series, that is, for each of the crisis topics that the Handbook addresses.

In other words, this Handbook provides the essential guidelines that school personnel can follow when helping youth in crisis, but they cannot effectively implement these guidelines without first contacting and laying some groundwork with the agencies in their own community.

To help readers lay this groundwork, this volume explains the process that the authors followed in Linn-Benton ESD. Thus, the Handbook serves as a model for both content (substantive guidelines for responding to particular crisis situations) and process (procedures for entering into productive collaborative relationships between schools and social service agencies).

By discussing the crisis-response guidelines with the community social service systems, school district personnel can clarify and delineate their own responsibility from community responsibility. Ultimately, the aim of the Handbook is to promote an arena in which the most appropriate service delivery can occur in the school and the community.

RATIONALE FOR THE HANDBOOK

Children bring to school the full impact of the economic, social, and political needs that exist in their family and neighborhood. Consequently, public schools today are experiencing an increasing demand to provide a wider range of services to an increasing population of children with diminished available resources. In providing for an appropriate and effective school response, there is a clear need to promote interagency communication, cooperation, and collaboration in the provision of service to these students.

In *Joining Forces*, a report by the National Association of State Boards of Education, Janet E. Levy (1989) says that now is a propitious time for collaboration because education and human services face common challenges as they try to help the same people and respond to the same problems. Moreover, the goals that each system is setting for its own reform effort cannot be fully realized alone, but depend on complementary action by one or more other sectors. Family crises and the conditions of poverty must be alleviated if children are to concentrate in the classroom; children must succeed in the classroom if they are one day to support themselves and avoid long-term dependency.

Team decision-making and interagency collaboration are the two priorities consistently addressed throughout the Handbook. The decisions that must be made in each crisis situation necessitate shared responsibility: first among school staff in the building and second among school staff and community agencies. If school staff are unable to engage in collaborative processes with community agencies regarding such critical issues as suicide, child abuse, or substance abuse, then they will end up assuming all the responsibility for issues that are well beyond the scope of the educational focus of the school.

THE VALUE OF COMMUNICATION

The process of discussing the guidelines in this Handbook with community agencies is an end in and of itself. The assumption is that communication and cooperation between the schools and the social service community will improve the opportunity for increased collaboration.

Cooperation can best be described as a process of informed working together to achieve day-to-day goals. By cooperating with other agencies, awareness of each other grows and information may be shared; this might also lead to a joint contract for providing services.

Coordination is a higher level of interaction leading to a more formalized process of sharing common understanding for services to be provided. Agencies working together at this level generally address accountability to the clients served.

Collaboration is the highest level of working together. It is a more intensive, jointly planned effort to achieve mutually described goals. Collabo-

ration brings previously separate, independent organizations into a unitary structure with mutual commitment and frequent sharing of resources, decision-making, and evaluation responsibilities.

It is incumbent upon school district staff to promote improved awareness, understanding, and knowledge among social service agencies and school staff. When school district staff reach the limits of their ability to meet the wide range of student needs, it is the social service community to whom the school staff must turn.

The reality in all communities is that each social service agency has legal requirements, limitations within which they must function, and priority target client populations based on funding priorities. One shared theme of schools and community agencies is that there are too few resources to adequately respond to the myriad problems people experience in the community.

One difference between schools and agencies is that schools must provide access to an education for *all* students in the community, including students at-risk of suicide, those abused, and those with substance abuse problems. In addition to providing an education to all students, schools have a responsibility for the physical management of those students while they are attending school. It is illegal to develop eligibility criteria, to set conditions for entrance to school, or to develop waiting lists when enrollment begins to exceed the ability to provide appropriate services.

EFFECTIVE RESPONSE TO CRISIS

When the school is faced with a student situation that is beyond the scope and function of its educational purpose, the school has no choice but to respond. When a student is considered high risk for suicide, for example, the school, in carrying out its obligation to ensure student safety, must take action. It cannot refuse the student's attendance at school or ignore the situation because another agency within the community has primary responsibility for working with suicidal youth.

When faced with such high-risk situations, school staff ask about accessing appropriate services for students and determining what action to take regarding a student's well-being and safety until appropriate community agency services have been obtained. The following questions serve to illustrate some of the dilemmas school staff face:

- What do we do if we think a student is at high risk for suicide and after recommending that parents seek professional help, the parents fail to follow through?

- What do I do if a student reports that another student is using and selling marijuana on the school grounds before school and asks that the source be kept confidential?

- What if I, as a teacher, get a call at night from a student saying that another student is contemplating suicide and that the student is alone at home right now?

- What should I do if I strongly suspect a student is abusing substances but I don't have conclusive proof?

Although such situations may not occur frequently, when they do occur they can create intense turmoil for school staff who must respond. If staff who must respond to crisis situations have access to suggested guidelines, they will be able to act with less stress and greater creativity. This Handbook is designed to provide such suggested guidelines for responding in these types of situations. In order to be effective and meet legal requirements, the school must develop a plan that protects the child. Often, protection of the child involves accessing community resources.

BENEFITS OF THE HANDBOOK

Personnel in schools that have used this Handbook, prepared by the Linn-Benton ESD, report several success stories. They have found the specific written guidelines for serving students in crisis situations to be a valuable resource, especially during the most difficult times when responding to emergency situations.

CLEAR DEFINITION OF RESPONSIBILITIES

Users say they gained from the Handbook a clear understanding of the process to follow and the limitations on their own and other agencies' responsibilities in times of crisis; such an understanding is particularly vital because of the confusion that so often abounds in a crisis. There have also been positive reports regarding the clarification of boundaries between schools and social service agencies.

WORKABLE GUILDELINES

School districts have used the Handbook to determine what steps to take following a suicide threat, what steps to take to protect others following a completed suicide of a student, and how to respond to students abusing drugs. During an emergency situation, being unclear regarding specific steps to take can cause significant stress and can compound the problem. School staff have indicated a sense of relief in being able to use the Handbook during crisis situations.

RELATIONSHIPS BETWEEN SCHOOLS AND AGENCIES

Another area of benefit has been in the building of relationships between school and social service agency staff. When the Handbook was distributed to schools in the Linn-Benton ESD service area, there was a workshop presentation on each section by a panel of representatives from the community social service staff. This led to questions, increased clarity, and more effective utilization of resources by everyone involved.

INCREASE IN COLLABORATIVE EFFORTS

Since the Handbook's distribution, there has also been increased community collaboration as evidenced by written interagency agreements for Youth Service Teams. The Youth Service Team process provides for interagency staffing to assist children with service problems and multiple agency involvement. The process includes written agreement, bylaws, and involvement by the chief executive officers of the schools and the social service agencies. The decision to engage in these collaborative efforts is a direct result of the increased understanding and support generated by the creation and existence of the Handbook.

The key to effective collaboration is reciprocity and mutual benefit, both of which the Handbook has helped to achieve. With everyone involved in the process, information has been shared with school staff about how to access community services and how to provide appropriate information when referring students for service. Agencies have benefited because referrals have become more appropriate, are done earlier, and contain useful data. Ultimately the children are benefiting.

A SENSE OF COMMUNITY

The most significant impact has been the occurrence of a community response to a community need. While the problems continue to exist, individuals feel a sense of relief from isolation and a confidence that they are following recommended practices. There is a much better and closer sense of community in the provision of service to children. There is always room for continued growth and development, but we have come a long way in promoting cooperation and collaboration.

HOW THE HANDBOOK WAS DEVELOPED

A local tragedy became the impetus for compiling the Handbook. The tragedy involved a youngster who committed suicide subsequent to giving her school counselor a suicide note. Although the school counselor had contacted the local child protection agency prior to the suicide to report the situation, many questions arose following the suicide in terms of who should have done what, who had documented proof of what had been done, and so forth. The school counselor and building principal were suspended pending an investigation into the matter, and various liability questions were raised with regard to the actions of both school and agency personnel.

In response to the incident, the superintendents of several school districts directed the Linn-Benton Education Service District to put together a handbook clarifying suggested school guidelines for responding to situations for which there was a shared responsibility among schools and community agencies.

ESD staff first met with local superintendents to clarify the purpose of the Handbook. This was followed by meetings with directors of community agencies that interacted with schools on a regular basis. The purpose of these meetings was to enlist their involvement in a collaborative effort to develop the Handbook. In general terms, they were asked to contribute to the process by providing input on service coordination and on how schools could improve collaboration with the agencies. More specifically, each director was asked to do the following:

- Write agency descriptions for the Community Resources section in a common format jointly developed by participants.
- Provide materials and consultation to ESD staff who were writing drafts on the crisis sections.
- Review section drafts and revise as needed.
- Keep the ESD staff current by providing updated information on procedural changes, new legislation related to the topics, and so forth.

Following the completion of the first four volumes of the Handbook, a workshop was given by ESD staff and agency directors for school personnel, agency staff, and community leaders. The Handbooks were distributed at this workshop.

Immediately following distribution of the Handbooks, a plan was made to develop new topic sections and to keep the collaborative effort alive. The Handbook contents were bound in a large 3-ring binder to allow the addition of new volumes as needed. A process to revise the completed volumes was developed to ensure that the Handbook was kept current with accurate information. Each year, one volume would be revised and reprinted in total. All persons having Handbooks would also receive

periodic written communication about suggested deletions, revisions, and additions to be written into the books until they were reprinted. A coordinator was appointed to oversee the entire developmental process of the Handbook.

DIFFICULTIES ENCOUNTERED

The major difficulties encountered relate to the initial developmental process of the Handbook and to the ongoing process of keeping the Handbook current. The main hardship during the development of the Handbook centered around the lack of adequate resources to support the process. Linn-Benton ESD staff members were instrumental in coordinating every aspect of the Handbook. Although there was administrative support for doing the project, this task was done in addition to regular duties. Consequently, much of the work was done by staff on their personal time.

Many aspects of this project were extremely time-consuming, particularly, researching and writing the drafts on each crisis topic. Other time-consuming tasks included the relationship-building processes needed, the group discussion time necessary to reach agreement on suggested procedures and system changes, the ongoing communication with all the community agencies involved, and the coordination of the Handbook's development so that it truly was a collaborative effort.

Following distribution and training on the first four volumes of the Handbook, the major difficulty was (and continues to be) in managing to keep the Handbook's contents up-to-date with accurate information. Maintaining current information necessitates keeping the collaborative process alive. All community agencies must provide updated information on such things as changes in the law and changes in agency information.

While keeping the project current is a continuing struggle, some of the earlier barriers have been gradually overcome. There is now a staff person who has been assigned to coordinate the Handbook process as part of her regular duties. There are increased secretarial services to support the process as well.

FUTURE CONSIDERATIONS

In an effort to be most responsive to the felt needs of schools and agencies with regard to at-risk students, decisions on newly created volumes are done through an inclusive process between schools and agencies. In light of the national Welfare Reform Movement and the statewide efforts to decrease the dropout rate, the two additional volumes being developed during the 1990-91 school year are "Teen Parents" and "School Non-Attendance." Other suggested future volumes include "Assaultive/Aggressive Behavior" and an "Other Topics" volume that will provide suggested guidelines on a variety of topics such as "Eating Disorders," "Homelessness," and "Gang Involvement."

HOW TO ADAPT THE HANDBOOK TO YOUR OWN COMMUNITY

The overwhelming need for interagency collaboration in the delivery of services for at-risk children is shared by most, if not all, communities. Our experience has been that finding ways to promote interagency communication and cooperation are necessary steps to reaching improved collaboration. The Handbook has become a valuable tool in working toward that goal. What any community needs is a process to address community interests and shared concerns.

Other communities can use the Handbook as a model for both content and process. It is necessary for each community to personalize the material and maintain clarity around the need for a process involving all the key social service and school systems. The goal of improved collaboration requires a commitment to a long-term process that is preventative in nature. The problems are still there but they are made more manageable by training and sharing of community responsibility.

A school district or several school districts working together under the umbrella of an educational service district can tailor the Handbook to their own needs in any of several ways:

- At a minimum, information about the social service agencies that operate in the community should be collected to serve as a directory for the schools. (The kinds of information needed are listed below.) This Community Resources information should be categorized or indexed according to the crisis topics covered by the Handbook. Agencies that might serve as resources for the schools in suicide prevention, education of teen parents, drug abuse, and so forth should be grouped according to these topics.
- The very process of soliciting this information from the social service agencies begins the process of communication and cooperation, which can lead to deeper levels of collaboration. For example, a conference could be held where participants from education and social service agencies address issues of joint concern; a task force could be formed to improve the delivery of existing services; or teachers, welfare workers, and social workers could be trained in how to meet their clients' or students' needs by coordinating with staff in other agencies.
- The crisis topic information in each volume of the Handbook should be reviewed to ascertain whether it accurately applies to the specific situations, legal requirements, and policies operating in the school district and community. Some material may need to be revised or altered. In addition, some crisis topics may need to be addressed that are not covered by this Handbook. Thus, a school district may choose among using the Handbook as it is, revising some portions of it to fit local needs, or writing complete additional volumes.

The following guidelines for adapting the Handbook take into account all the possibilities mentioned above.

OBTAIN ADMINISTRATIVE SUPPORT

Administrative support is critical as a first step in the process. Engaging in a collaborative effort will require an administrative commitment of resources in terms of staff and money. Staff time is necessary for doing research, writing drafts, attending meetings with agency representatives, providing clerical support, and coordinating the overall developmental process. Financial support is needed primarily for production costs.

ASSIGN A PROJECT COORDINATOR

There are so many activities involved in duplicating this collaborative process and developing this kind of handbook that it is highly recommended someone be assigned to coordinate this effort. Overseeing the activities, setting timelines for draft completions, and reviewing progress toward the goals are all necessary to ensure that the developmental process continues as smoothly as possible and avoids getting bogged down.

IDENTIFY KEY PLAYERS

This process involves three considerations. First, identify all community agencies that interact with schools on a regular basis and those agencies that school staff need information about in terms of accessing their services. Second, identify those agencies that share responsibility for students with regard to specific crisis topics and that need to be involved in development of interagency agreements. Third, set up an Advisory Board composed of school personnel to provide review from the educational community.

OBTAIN COMMUNITY AGENCY COMMITMENTS

This is a critical step and involves meeting with agency directors to explain the project, clarifying how the agency will benefit by participation, and obtaining agreement to be a part of this collaborative effort. Be sure to clarify what the specific activities are the agency is being asked to engage in. In developing a handbook, the following activities are requested from participating agencies:

- Write agency descriptions for Community Resources section.
- Provide materials and consultation to staff for writing the crisis topic volumes.
- Review written drafts.
- Keep staff current by providing updated information on procedural changes and new legislation regarding the topics.

COMPILE INFORMATION FOR COMMUNITY RESOURCES SECTION

The Community Resources section of the Handbook is devoted to descriptions of the major local social service agencies that interact with schools on a frequent basis. The agency descriptions are written by agency staff and include:

- Agency Director
- Agency address and phone
- Hours of agency operation

- Primary agency role
- Specific services provided to youth, families, and schools
- Service eligibility criteria
- Fees for service
- Referral process

IDENTIFY TOPICS TO BE INCLUDED

Determine what topics to cover by exploring the priority areas in which improved service coordination is needed between schools and agencies. This is best determined by attempting to reach a consensus of all involved.

Once the topics are identified, a decision can be made whether this Handbook addresses these topics or, if it does, whether the content needs to be revised to fit the community's needs.

WRITE DRAFTS, REVISE, PRINT

If a decision is made to replace existing volumes or add new ones, it is best to assign a person responsibility for writing each of the topic volumes. Setting timelines for draft completions is important in facilitating continued progress.

All agencies involved in a specific topic should be included in the review process for that topic and be invited to provide suggested revisions, if appropriate. If the Handbook is being used as a draft for interagency agreements, it is important to instruct those people reviewing the drafts to pay attention to the agency agreements contained within the crisis topic areas. Many of the interagency agreements occur at the intersection points between school and agency services. Although such agreements may include state agencies, the agreements have only been reached at the local level. For example, an agreement with the Albany branch of the Oregon Children's Services Division does not mean that all Children's Services branches throughout the state would agree to the procedures.

Printing necessitates ascertaining how many copies of the Handbook are going to be needed. It is suggested that at least one Handbook be available in each school and in each participating agency. Depending on the school or agency, there may be a need for additional copies.

DISTRIBUTE COPIES AND TRAIN STAFF

Staff training on the contents of the Handbook can take a variety of forms. Training at the time the Handbooks are distributed is one possibility. Others include training on specific crisis topics and periodic inservices to review procedures and content with school staff.

It is highly recommended that initial distribution of the Handbooks include a training component primarily designed to provide school administrators with an overview of the contents and developmental process of the Handbook.

Representatives from the participating community agencies should be invited to this overview as presenters. Involving the participating agencies

in the training component gives them recognition and it also reinforces the concepts of shared responsibility and interagency collaboration. Their inclusion also adds strength to the expectation that school staff, as well as community agencies, will follow the guidelines in the Handbook. This will allow increased accountability for both school and agency staff. Recommended topics for an inservice on an overview of the Handbook include the following:

- Need for collaboration with community agencies
- Collaborative developmental process of the Handbook
- Introduction of agencies included in the process
- Overall purpose of the Handbook
- Organization of the material
- Plans for keeping the Handbook current
- Invitation to staff to provide suggested revisions

In addition to an overview for school administrators, it is recommended that an overview be presented in each school building for all staff. It is important to mention community agency involvement in the development of the Handbook even though it may not be feasible for community agency representatives to be present during these trainings.

Some school administrators want their staff to be trained on specific topics covered by the Handbook. Day-long workshops can be devoted to any of the topic areas such as suicide, child abuse, or substance abuse; however, the scarcity of staff time for such training may be a problem. It is recommended that a minimum of two hours be devoted to adequately train staff on each of the crisis topics contained in the Handbook. Training considerations for each topic are addressed in the appropriate volume of the Handbook.

The need for this kind of training is underscored by Levy (1989):

As things stand now, most staff—teachers, welfare workers, social workers—are neither trained nor expected to coordinate with staff in other systems to identify and address needs of clients or students that fall outside the staff person's normal area of responsibility. Sometimes, they are explicitly discouraged from doing so.

If we are eventually to mobilize the full capacity of all our people-serving systems, the way jobs are defined and staff are rewarded will have to reflect the importance of working with others to respond to a broad range of needs. In the shorter term, training of human service and education staff can foster greater understanding of the resources that are available, and can stimulate more and better interaction.

It is imperative that a process be devised for keeping the information in the Handbook updated. Sending out periodic communication about additions, deletions, and revisions to persons who have Handbooks and suggesting that they write in the changes is one way of keeping the Handbook up to date. Making a plan that includes complete revisions of volumes is also helpful.

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ERIC DIGEST: COLLABORATION BETWEEN SCHOOLS AND SOCIAL SERVICES

By Lynn Balster Liontos

The growing chasm between society's complex problems and what the systems, as presently configured, can do to help is driving reform in all sectors. So says *Joining Forces*, a report by the National Association of State Boards of Education (Janet Levy 1989) calling for joint action. "Schools alone cannot compensate for the disadvantage created by troubled homes and troubled communities," states Levy. "Welfare and social services may momentarily mitigate a crisis, but cannot hold a hopeful future to those who lack abilities demanded by the job market." One of the key changes needed to make reform work, say many experts, is collaboration between education and human service agencies.

WHY IS COLLABORATION MANDATORY?

"Using the schools to achieve racial balance, eliminate poverty, fight drug abuse, prevent pregnancy and reduce youth suicide is simply too much!" complains one educator (Dennis Rittenmeyer 1986). Over and over the Joining Forces staff heard the plea from both educators and human service workers, "We can't do it alone." The problems are simply too big and too complex.

Complex problems call for comprehensive services to the whole person and his or her community, says Lisbeth Schorr (Levy). Educators emphasize the importance of seeing the larger picture: That the child is part of a family, which is part of a community, and that they can't be separated. Nor can human services and education remain in separate categories. For one, they have overlapping administrative responsibilities and are mutually dependent on each other. "The goals that each system is setting for its own reform effort cannot be realized alone, but depend on complementary action by one or more sectors," says Levy. "Family crises and the conditions of poverty must be alleviated if children are able to concentrate in the classroom; children must succeed in the classroom if they are one day to support themselves and avoid long-term dependency."

Demographics also support collaboration, states Harold Hodgkinson (1989). For example, with metro areas crossing state lines, how do we deal with school districts that have allegiances to several states or cities? Or what about the link between education and crime? Eighty-two percent of America's prisoners are high school dropouts (Hodgkinson). Yet the cost of prisons is so astounding ($20,000 to maintain one prisoner for a year) that Hodgkinson says anything that keeps people out of prison, such as education, is an excellent long-term investment.

Finally, there are financial reasons. Hodgkinson doesn't see new funds for social programs forthcoming from government: "That being the case, we simply have to get more mileage out of the resources and organizations we now have." In fact, he stresses that we may be able to magnify the effectiveness of each dollar several times through interagency collaboration. For example, a dollar invested in Head Start saves you $7 in later

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services you don't need to provide (Hodgkinson). "Fully funding Head Start," he says, "would be the most cost effective way to reduce high school dropouts, welfare recipients, as well as astronomical jail costs."

ON WHAT ISSUES SHOULD WE BE COLLABORATING?

Joining Forces has launched a national effort to help education and human services work together to aid a targeted group: children and families at-risk. Of the children starting school in 1988, one in four was born into poverty, half a million were born to teen parents, and over half at some point will live with only one parent in households prone to poverty and stress (Levy). Add widespread substance abuse, inadequate health care, lack of affordable housing and you get families that often face many risks simultaneously, increasing the complexity of solutions.

Floyd Boschee (1989) also believes that if America is to develop a strong, competitive economy in an international market, quality public schooling will have to be provided to all children, including the disadvantaged.

The educational reform movement has generally not addressed the particular needs of disadvantaged students; in fact, it's made school success often harder for students already having difficulty.

Areas for collaboration, depending on age group, include health care, income support, social services for families, tutorial and remedial help, before- and after-school care, improved parental literacy and involvement, linkage between employment and education, and attendance policies that seek to retain rather than exclude.

HOW CAN WE BEGIN?

No one has all the answers, but here are ways to begin: (1) Study demographics, such as Hodgkinson's report, including demographics of your own community. (2) Go to joint conferences where structured dialogue between agencies is encouraged—or set up joint committee meetings, such as between education and health. (3) Make note of successful collaborative examples, both past and present.

(4) In the beginning, pick an issue to collaborate on that's not on anyone's specific turf, such as teen pregnancy. (5) Involve key officials for inspiration and organizational backing; involve all key stakeholders, such as staff who work directly with the children; include neutral parties who can smooth out rough spots. (6) Watch for "categorical drift"—that is, each agency working on its own in isolation.

(7) Encourage information-sharing among systems about children and families, and reward staff for working with others outside their own sector. (8) Stress prevention and early intervention; look for ways the school system can, in working with other agencies, strengthen families and communities.

(9) Use effective team-building for shared control and decision-making; good communication is vital. (10) Focus on process; remember that collaboration is a means, not an end. (11) Set realistic time-frames; establish common goals to be implemented across agencies, with accountability spelled out. (12) Be willing to commit the necessary resources: successful collaboration takes time and energy.

WHAT HAS COLLABORATION ACHIEVED TO DATE?

Joining Forces collected information nationwide about collaborative programs. These efforts are useful to study because they inform us about what works and how to build a base for collaboration. Two of the most important achievements that state and local collaborations have shown, according to Levy, are improvements in the delivery of existing services and the opportunity to provide new kinds of service, particularly to high-risk adolescents and communities.

Training, for example, is a major focus in Rockingham County, New Hampshire, where elementary teachers are trained by the Division of Children and Youth to recognize early signs that a child is in trouble. Locating services so they're readily accessible is another way of improving connections. Washington, D.C.'s Housing and Community Development Department and the D.C. Public Schools, for instance, have opened study rooms at two public housing complexes; teachers report that, as a result, children are showing improved study skills and turning in homework more reliably.

As an example of new kinds of services, Texas' Communities in Schools Program brings social service staff into the school where they work intensively with students at risk of dropping out. The result? The program reports it keeps 90 percent of its students in school. On the other hand, the Kent County, Michigan, Department of Social Services provides funds for outreach workers who follow up on attendance problems in early elementary grades—with the result of improved attendance for 90 percent of first graders.

HOW CAN WE ENSURE FUTURE COLLABORATIVE SUCCESS?

The first collaborative steps have been taken. Yet virtually no one is satisfied, says Levy, that collaboration has gone far enough. For one thing, many of the best examples aren't widely known and thus aren't frequently replicated. More importantly, even when successful programs are in place, the changes and lessons usually haven't been incorporated on a systemwide basis. Too often they're like "special projects"; substantive policy discussions and priority-setting across systems are rare.

Thus a broader view of collaboration is needed: "Collaboration must be not just a luxury set of ad hoc connections, but a core aspect of organizational thinking and individual thinking, reaching from the commitments made by top policymakers to the way individual teachers and social workers interact with children and families" (Levy). This requires funda-

mental systemic change—a restructuring of organizational configurations, policies, program content, training, financing, and management.

Can we do it? Certainly it means sacrificing (giving up turf and comfortable traditions, for one thing). But Schorr says the problems with families and children have emerged at the same time that twenty years of research have produced a critical mass of knowledge needed for taking action. We *do* know enough to help, she says: "The question is whether we are willing to bite the bullet and do it" (Levy).

RESOURCES

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LINKING SCHOOLS WITH HUMAN SERVICE AGENCIES

By Carol Ascher

A number of factors put pressure on schools to work more closely with health, social service, and other youth-serving institutions. Few teachers are comfortable intervening in students' emotional difficulties, and they feel particularly overburdened by having to teach successfully those students whose personal lives are made stressful by homelessness, adolescent pregnancy and parenting, drug abuse, AIDS, alcoholism, suicidal tendencies, family dissolution, or the burdens of living alone and supporting themselves.

In addition, in the last few years, cutbacks in social service staff have resulted in counselor caseloads of 250-500 students, while nurses may visit a different school each day (Achievement Council 1988). Further, the concurrent specialization of the remaining nonacademic staff, such as counselors, social workers, nurses, disciplinary deans, etc., has compartmentalized and isolated them.

Although many nonacademic school staff develop informal relationships with public and private agencies, several factors prevent these connections from being firm, clearly drawn, and efficient. First, school staff generally lack information about where to obtain the variety of services available. Second, agencies outside the school—also isolated from each other and facing strained resources—often provide help that is piecemeal and crisis-oriented, resulting in redundancies at the same time that other problem areas may be neglected.

Third, social service school staff often fear for their own job security if they refer too many students to agencies.

And fourth, because intervention in such areas as pregnancy prevention or psychological counseling is often controversial, nonacademic school staff are concerned about parental and community support (Farrar and Hampel 1985, 1987, Kirst and McLaughlin 1989).

NEW CONNECTIONS

Recently, at the federal level, success in combining education, health and social services in Project Head Start, federal law P.L. 99-457, and such local programs as James Comer's effort to restructure the New Haven Public Schools, has spurred new interest in improving the linkages between schools and human services (Cohen 1989, American Public Welfare Association and others 1989). At the local level, a variety of mechanisms are being tried as public schools, social, health, and other youth-serving agencies establish links (McLaughlin 1989):

Case management—a teacher or social worker is assigned to help a student get needed services.

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Programmatic integration—a school and a public or private agency link up to deliver a particular service or range of services.

Co-location—nurses, social workers, and other professionals are brought into the school, often at the expense of a foundation or agency.

Community coordinating council—a council that cuts across mental health, social services, education, and employment is appointed at the city level to create a youth policy and integrate services.

THE SCHOOL AS LOCUS FOR DELIVERING SERVICES

While linkages between services can be created by professionals in any of the bureaucracies, a number of reformers have argued that, because all children have to attend school, schools are the most accessible, appropriate, and accountable institutions for establishing collaboratives. Further, since schools are supposed to be concerned with their students' overall development, it is logical for them to coordinate students' contact with human service agencies. Not only will access to health, employment, and social services be improved if they are located in schools, but, according to this view, school policies can be influenced positively by professionals from these disciplines (Kirst and McLaughlin 1989; Shedlin, Klopf, and Zaret 1989).

Obviously, however, schools can also be difficult institutions for other professionals to navigate; established school practices can work against good collaborative approaches, and there may be regulations that are problematic for these professionals (Cohen 1989). Schools are also not always family-friendly institutions, and involving the family is often key to serving the student.

SUCCESSFUL PROGRAMS

Much of the creative thinking about how to improve nonacademic services for large numbers of students has focused on ways to make bureaucracies work more cooperatively. Collaboration advocates suggest earmarking resources for coordination; obtaining top-level commitment from key officials; concentrating on issues whose mutual relevance and importance are readily apparent; creating clearly defined responsibilities and assignments; finding areas of mutuality in philosophy, standards, etc; setting realistic time frames; and rethinking professional training to end professional and institutional isolation (Kirst and McLaughlin 1989, Levy 1988, Levy and Copple 1989).

It is also commonly agreed that the best school-human service collaborative programs are locally defined and arise out of a community's own peculiar history, strengths, interests, and needs. Despite the uniqueness of the best locally developed collaborations, successfully provided collaborative services share several characteristics (Cohen 1989, Levy and Copple 1989, Schorr 1989):

They are generally comprehensive, either directly offering a wide array of services, or providing an easy entry point to services, delivered flexibly and coherently.

They move beyond crisis management and even early intervention to focus on prevention and development.

They cross professional and bureaucratic boundaries to offer coherent services, often in nontraditional settings and at nontraditional hours.

They provide staff with the time, training, and skills necessary to build relationships of trust and respect.

They hire one staff member who is from the local community and can act as a facilitator.

They involve both teachers and parents in the communication loop.

They deal with the child as part of the family, and the family as part of the neighborhood or community.

They build in accountability, with creative and meaningful measures.

FOCUS ON CHILD

Because of the newness of collaborations, students' problems still tend to be bureaucratically defined: child abuse, pregnancy, drug and alcohol addiction, homelessness, etc. An individual student's needs can get lost amidst the interplay of different agencies, each with its own terminology, funding streams, eligibility requirements, and interpretation of prevention and intervention.

To solve this problem, change must occur at both the systemic and client levels. Some cities are already developing an "integrated youth policy," which reconceptualizes the purpose of children's services, shifting from a crisis orientation to one that is comprehensive and developmental (Kirst and McLaughlin 1989). At the client level, there are rudimentary attempts to involve students and their families in identifying their specific needs (Shedlin and others 1989). Equally important, services are beginning to be provided in a nonfragmented, coherent manner in some locations. And there is an understanding that students and their families also need services to help them become self-sufficient (Schorr 1988).

THE FUTURE

Broad-based collaborations that reach into the core of schools and public human service systems have yet to occur. The roles of teachers, human service staff, and whole institutions must be redefined if the services these professionals provide are to become comprehensive and geared toward enhancing students' development, including their ultimate self-sufficiency (Levy and Copple 1989).

Both schools and service agencies have tended to talk at youths, labeling their problems and dictating solutions according to standardized procedures. Thus an important change will be to promote students' competencies in defining their own needs and helping themselves (Brice Heath and McLaughlin 1989, Schorr 1988).

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ERIC RESUMÉS ON COLLABORATION BETWEEN SCHOOLS AND SOCIAL SERVICES

This section consists of resumés of journal articles and research reports that were identified in a search of the ERIC database. For each item, the resumé contains such information as title, author's name, journal title or publisher, date, page numbers, an annotation or abstract, and descriptors (index terms). The search covers the period January 1980 to December 1990.

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JOURNAL ARTICLES

EJ409734 UD515075
Community Schools and Service Integration in New York.
Heleen, Owen
Equity and Choice, v6 n2 p19-20 Win 1990
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJOCT90
The New York State Community Schools Program is a State Education Department initiative to build school/community collaborations, promote school change, and organize schools as sites for the delivery of a wide range of services to children and their families. Describes schools' role as brokers of collaborative supports and services. (AF)
Descriptors: *Community Schools; *Community Services; *Cooperative Programs; Coordination; Demonstration Programs; Educational Change; Elementary Secondary Education; Outreach Programs; *School Community Relationship; School Effectiveness; School Role; *Shared Resources and Services; Social Services
Identifiers: *Collaboratives; *New York

EJ409731 UD515072
Failure by Fragmentation.
Gardner, Sid
Equity and Choice, v6 n2 p4-12 Win 1990
Article originally published in "California Today."
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJOCT90
Target Audience: Community; Policymakers
Because of a lack of program coordination and community accountability, services to children and youth are failing to address the problems of young people

at risk. Collaboration among agencies can help social services to bypass program mentality. Communitywide interagency cooperation will include local scorecards, program linkages, and strategic planning. (AF)
Descriptors: *Agency Cooperation; At Risk Persons; *Child Advocacy; Childhood Needs; Children; *Child Welfare; *Community Services; Social Services; *Youth Agencies; Youth Problems; *Youth Programs
Identifiers: *Collaboratives

EJ405124 EA524245
In the Wake of the Summit: The Crusade for Youth and the Quest for Consensus. A "Bulletin" Special.
Duke, Daniel L.
NASSP Bulletin, v74 n524 p57-68 Mar 1990
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJAUG90
Reviews five recent reports noting the complexity of youth problems and demanding cooperation among many agencies and groups. Most reports advocate improving preschool children's welfare and increasing services to young parents. Unresolved issues include comprehensive high schools and a comprehensive youth policy. Omitted were multiculturalism and public boarding school recommendations. (MLH)
Descriptors: *Agency Cooperation; Boarding Schools; *Childhood Needs; *Community Services; Cultural Differences; *Early Parenthood; Elementary Secondary Education; Preschool Education; *Youth Problems
Identifiers: National Commission Reports

EJ385247 EA523049
Five Agencies Close Ranks to Help Kids Avoid Truancy.
Bage, Melody F.
Executive Educator, v11 n2 p16-17 Feb 1989
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUL89
An interagency truancy prevention team tries to look at the family as a whole and then work together to solve problems. Five agencies comprise the network: (1) school system; (2) juvenile and domestic court services; (3) police juvenile division; (4) department of social services; and (5) city/county mental health counseling services. (MLF)
Descriptors: *Agency Cooperation; Court Litigation; Elementary Secondary Education; Family Problems; *High Risk Students; Juvenile Courts; *Problem Solving; School Districts; *Truancy
Identifiers: *Hopewell Public Schools VA

EJ369860 CE519000
State-Sponsored Family Education: The Case for School-Based Services.
Hausman, Bonnie S.; Weiss, Heather B.
Community Education Journal, v15 n2 p12-15 Jan 1988
Available from the National Community Education Association, 119 North Payne

Street, Alexandria, VA 22314.
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJSEP88
Discusses the Minnesota Early Childhood Family Education program and the Missouri Parents as Teachers program as examples of state-sponsored family education programs. Argues that such programs should use the school as the most appropppriate setting for family support and education. (CH)
Descriptors: Adult Education; *Child Development; Disadvantaged Youth; *Parent Education; Program Implementation; School Community Relationship; *Social Services; State Programs; Young Children
Identifiers: *Early Childhood Family Education Program; Minnesota; Missouri; *Parents as Teachers Program

EJ369757 UD513479
School Social Work: Facilitating Home, School, and Community Partnerships.
Constable, Robert; Walberg, Herbert
Urban Education, v22 n4 p429-43 Jan 1988
Special issue on school social work.
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJAUG88
School social workers can foster partnerships between family and school. Both the home environment and the amount of parent involvement can add or detract from educational productivity for students. Aspirations for excellence have a better chance if the social worker helps to forge relationships between families, communities and schools. (VM)
Descriptors: Academic Achievement; *Family Environment; *Family Role; *High Risk Students; Parent Participation; Parent Role; *Parent School Relationship; *School Community Relationship; *School Social Workers; Student Development; Units of Study
Identifiers: Partnerships

EJ365571 CE518699
Schools as Agents for Achieving the 1990 Health Objectives for the Nation.
Allensworth, Diane D.; Wolford, Cynthia A.
Health Education Quarterly, v15 n1 p3-15 Spr 1988
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUN88
Clarifies the capacity of the nation's public schools to act as powerful and effective agents to facilitate attainment of the 1990 Health Objectives of the Nation. (JOW)
Descriptors: Elementary Secondary Education; *Health Programs; *Program Implementation; *Public Schools; *School Role
Identifiers: *1990 Health Objectives for the Nation

EJ359931 RC506565
Implementation and Evaluation of a Helping Skills Intervention in Five Rural Schools.
Mooney, Kevin C.; Eggleston, Mary
Journal of Rural Community Psychology, (Special Issue on Prevention and Promotion) v7 n2 p27-36 Win 1986
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN88
Target Audience: Support Staff; Practitioners
Describes program of a southeastern Washington rural community mental health center to promote preventative interventions in five rural elementary and high schools and to improve coordination between county social service agencies and rural schools. Discusses implementation, acceptance, continuation, and evaluation of the program. (LFL)
Descriptors: *Agency Cooperation; Community Cooperation; Coordination; Elementary Secondary Education; Interpersonal Competence; *Intervention; Mental Health Programs; Prevention; Problem Solving; Program Evaluation; Prosocial Behavior; Rural Areas; *Rural Schools; *Self Esteem; Skill Development; *Social Cognition; *Social Services
Identifiers: Washington

EJ324622 SP515232
The Public School and Social Services: Reassessing the Progressive Legacy.
Sedlak, Michael W.; Schlossman, Steven
Educational Theory, v35 n4 p371-83 Fall 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); HISTORICAL MATERIAL (060); POSITION PAPER (120)
Journal Announcement: CIJJAN86
This article reviews early-twentieth-century efforts to transform public schools into multipurpose social service institutions. Except in physical education, the progressive influence has been less than generally believed, whether with regard to the organization of classroom instruction or to the addition of social services and nonacademic coursework. (MT)
Descriptors: Child Welfare; *Educational Change; Elementary Secondary Education; Health Education; Immigrants; Physical Education; *Progressive Education; *School Community Relationship; *School Role; Summer Programs

EJ286103 SP513232
An Untutored View of Comprehensive Care.
Bazelon, David L.
Peabody Journal of Education, v60 n3 p99-107 Spr 1983
Available From: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Journal Announcement: CIJDEC83
A judge from the District of Columbia outlines his views on the need for comprehensive care services for the disadvantaged. If services remain fragmented,

restricted in eligibility, and scattered throughout the community, the children who need help the most may never be reached. (PP)
Descriptors: Agency Role; Child Advocacy; *Community Services; *Delivery Systems; *Disadvantaged Youth; Elementary Secondary Education; *Mental Health; School Role; *Social Problems; *Social Services

EJ265521 CG522739
Serving High School Students in Need: A Look at Restrengthening the Linkage Between the School and Community Referral Sources.
Berkman, Ira P.; Rosenblum, Linda
Adolescence, v17 n66 p465-70 Sum 1982
Available From: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Journal Announcement: CIJNOV82
Suggests referring and referral sources should work together toward similar goals and objectives to enable students in need to make the best use of help offered. Presents a conceptual framework and hypothetical plan for sharing professional philosophies and operational understandings necessary to providing effective service. (RC)
Descriptors: Adolescents; Community Services; Confidentiality; Counselor Client Relationship; *High School Students; *Interprofessional Relationship; Models; *Pupil Personnel Services; *Referral; *School Community Relationship; Secondary Education

EJ215214 TM504686
The High School as a Social Service Agency: Historical Perspectives on Current Policy Issues.
Tyack, David B.
Educational Evaluation and Policy Analysis, v1 n5 p45-57 Sep-Oct 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); HISTORICAL MATERIAL (060)
Journal Announcement: CIJMAY80
The expansion of social services to students in American high schools is examined historically. Some contemporary problems faced by policy makers and related to the extension of the scope and functions of high school are discussed: the back-to-basics movement; budgetary cutbacks; and declining student enrollment. (MH)
Descriptors: Adolescents; Educational Change; *Educational History; *Educational Objectives; Educational Policy; *Educational Problems; Educational Trends; *High Schools; History; *School Role; Secondary Education; Secondary School Students; *Social Services

RESEARCH REPORTS

ED322263 UD027563
An Equal Chance: Educating At-Risk Children To Succeed. Recommendations for School Board Action.
National School Boards Association, Alexandria, VA. Mar 1989
23p.; For a related document, see ED 307 359.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Virginia
Journal Announcement: RIEDEC90
Target Audience: Policymakers
These recommendations for school boards to solve the problems of at-risk youth accompany a report that provides background on the problem, discusses policy implications, and provides examples of strategies for helping at-risk students. The following recommendations are suggested: (1) awaken communities to the danger of ignoring the needs of at-risk students; (2) forge an alliance of education, parent, community, and business leaders to assess the problem locally and gather support for programs; (3) seek the help of parents, teachers, community organizations, and social services in identifying at-risk students and coordinating programs; (4) ensure that programs are based on sound research and practices, evaluated, and documented; (5) work with community agencies, private industry, and colleges to assess the need for alternative and postsecondary education; (6) ask the local business community to identify work skills and provide job training and work experiences; (7) boost business community involvement by encouraging board membership and contributions; (8) use economic development councils and civic and community groups to make the schools' needs a planning priority; (9) define, develop, and fund local programs for at-risk youth and seek additional authority and funding from the state and Federal governments for collaborative programs involving the schools, other public agencies, and private organizations; (10) assess the impact of school reforms, state mandates, and school district policies and procedures on at-risk students; (11) seek an equitable system of funding for school districts with high concentrations of at-risk students; and (12) work with state and national school boards associations to share strategies, policies, and model programs. (FMW)
Descriptors: Administrator Guides; *Boards of Education; Cooperative Programs; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Program Development; *School Business Relationship; *School Community Relationship
Identifiers: *Collaboratives

ED319851 UD027455
Current Practice: Is It Enough?
Dougherty, Van; And Others
Education Commission of the States, Denver, Colo. Jun 1989
36p.
Sponsoring Agency: Andrew W. Mellon Foundation, New York, N.Y.
Available From: ECS Distribution Center, Suite 300, 1860 Lincoln Street, Denver, CO 80295 (AR-89-1; $6.00).
EDRS Price - MF01/PC02 Plus Postage.
Language: English Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEOCT90
Target Audience: Policymakers
This paper examines current practice for youth at risk of not successfully making the transition to adulthood in six urban secondary schools. It describes the major elements of at-risk policies and programs and raises concerns about the strategies currently in place at the sites. The following strategies are discussed: (1) curriculum and instruction intervention; (2) social and support services; (3) staff development; (4) world-of-work experiences; (5) collaboration with other agencies; and

(6) district leadership. This paper also questions whether the current "state of the art" thinking about youth at risk is enough to meet the challenge these students provide. The following areas of particular concern are discussed: (1) lack of information on outcomes, use of data, program evaluation, and student monitoring; and (2) lack of coordination of at-risk programs and strategies with links to school curricular and social support programs. Finally, this paper examines secondary school characteristics and their impact on at-risk youth, and suggests a framework for thinking about restructuring schools for academic success and achievement for all students. The following topics are discussed concerning this issue: (1) time; (2) curriculum; (3) pedagogy; (4) staffing; (5) location; (6) social organization of instruction; (7) social control; and (8) school-family interaction. A list of 18 references is included. (JS)

Descriptors: Academic Achievement; Black Students; *Cooperative Programs; Coordination; Disadvantaged Youth; Dropout Prevention; Educational Change; Educational Strategies; *High Risk Students; Parent School Relationship; School Effectiveness; *School Policy; *School Restructuring; Secondary Education; Services; Social Status; Staff Development; *Urban Schools

ED319112 EA021784

Family Support: Education and Involvement. A Guide for State Action.

Council of Chief State School Officers, Washington, D.C. Nov 1989

71p.

Available From: Publication Sales, Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, N.W., Washington, DC 20001-1511 ($10.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEOCT90

At a time when many families across all income levels are experiencing greater stress and when child poverty is at record levels, the school cannot function as an isolated institution. Instead, public education has been thrust into the more responsible position of helping young needy families achieve self-sufficiency. There is a pressing need for a comprehensive child and family policy that directs and mobilizes all family-serving systems to cut across organizational arrangements and provide services for families. This document links three diverse concepts (family support, family education, and family involvement with schools) and focuses them in an image of schools helping families helping schools to form unbroken support and assistance to children. The first section outlines principles and recommendations for developing comprehensive family support, education, and involvement systems. The second section discusses a framework of family programs, illustrating how state efforts to support, educate, and involve families reinforce school improvement goals and help to achieve success for all students. The third section summarizes state activities supporting families and schools. Three appendices further catalog state efforts, describe relevant federal programs, and list resource organizations and addresses. (38 references) (MLH)

Descriptors: *Agency Cooperation; Childhood Needs; *Community Involvement; Disadvantaged; Elementary Secondary Education; *Family Programs; Government Role; *Poverty; *School Responsibility; *Social Services

Identifiers: *Council of Chief State School Officers

ED318930 CG022475
Linking Schools & Community Services: Resource Directory.
Mastny, Aleta You, Comp.
Rutgers, The State Univ., Newark, NJ. Center for Community Education. 1989
72p.; For Practical Guide, see CG 022 474.
Sponsoring Agency: Amy Scheuer and Saul Z. Cohen Foundation, New York, NY.; Fund for New Jersey, East Orange.; Geraldine R. Dodge Foundaton, Morristown, N.J.; Gilder Foundation, New York, NY.; Mary Owen Borden Memorial Foundation, Princeton, NJ.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: DIRECTORY (132); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEOCT90
This resource directory begins by asserting that a lack of information sharing across interprofessional disciplines presents a barrier to the development of school-community partnerships. It attempts to address this problem by bringing together a body of information and resources that deal with a variety of social issues. All organizations listed in the directory deal with partnerships in some form. Organizations are listed according to different topical areas and, in several instances, organizations have been cross-listed under different categories. A brief summary explains the scope of interests of each organization. Organizations are listed under the topics of adolescent pregnancy and teenage parenting; child abuse, neglect, and sexual abuse; child advocacy; dropout prevention; drug and alcohol abuse; educational resources; family life education and sex education; health care; human immunodeficiency virus and acquired immune deficiency syndrome (HIV/AIDS) education; homelessness; mental health and counseling; youth employment and training; groups that promote partnerships; and others. (NB)
Descriptors: Adolescents; Agency Cooperation; Children; Elementary Secondary Education; *Institutional Cooperation; Public Schools; *Resource Materials; *School Community Relationship; Social Services

ED318929 CG022474
Linking Schools & Community Services: A Practical Guide.
Robinson, Estelle R.; Mastny, Aleta You
Rutgers, The State Univ., Newark, NJ. Center for Community Education.
1989
74p.; For Resource Directory, see CG 022 475.
Sponsoring Agency: Amy Scheuer and Saul Z. Cohen Foundation, New York, NY.; Fund for New Jersey, East Orange.; Geraldine R. Dodge Foundaton, Morristown, N.J.; Gilder Foundation, New York, NY.; Mary Owen Borden Memorial Foundation, Princeton, NJ.; New Jersey State Dept. of Human Services, Trenton.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEOCT90
This handbook was written for people who want to increase access to social services for children and youth and is intended to assist those who are interested

in collaborations, linkages, and networks. It describes a process which can bring about an ongoing working relationship between schools and human service agencies in a community. The process described is based on the experiences and evaluations of two pilot projects—one in a rural and one in an urban setting. Both projects are described in the preface and the appendices of the handbook. Part One of the handbook provides a brief introduction to the process. Parts two, three, and four focus on creating an effective partnership, the collaboration process, and creating a system jointly. Part five concentrates on confidentiality and parental consent, part six looks at funding, and part seven focuses on evaluation. Part eight provides a summary and recommendations. The seven appendices contain: a description of Interagency and School Coordination...A School-Community Process Model; sample invitational letters; sample surveys; sample community agency form; sample forms for teacher referral, parental agreement, and negative consent from parents; an excerpt on obtaining funding; and a resource directory. A bibliography is included. (NB)

Descriptors: *Adolescents; *Agency Cooperation; *Children; Elementary Secondary Education; *School Community Relationship; *Social Networks; *Social Services

ED318809 UD027367

Joining Forces: Conceptual Underpinnings.

Levy, Janet E.

Joining Forces, Washington, DC. Sep 1988

49p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIESEP90

Target Audience: Policymakers; Community

Joining Forces helps create a broad-based collaboration among the education, welfare, and child welfare systems to serve as a catalyst for change in public policy and practice on behalf of disadvantaged children and their families. An alarming number of children and adults face situations that threaten their immediate well-being and put them at-risk of long-term disadvantage. Traditionally, education has been viewed as the means to escape from poverty and disadvantage, but the dropout rate in many cities approaches or exceeds 50 percent and an estimated 23 million adults are functionally illiterate. These conditions persist in an era of significant, widespread reform in the welfare, child welfare, and education systems. However, no one system, regardless of how far-reaching its reform effort, has the expertise or resources to meet all of the complex and wide-ranging needs of those it serves. People are better able to learn when personal, family, and environmental problems are minimized or resolved. Better educated people will be better able to support themselves and avoid long-term dependency. By working together or in tandem, the education and social welfare systems stand to make better use of limited resources and to give each of the systems, and the people who rely on them, a greater chance at success. A list of 51 references is appended. (FMW)

Descriptors: *At Risk Persons; *Child Welfare; Cooperative Programs; *Disadvantaged; *Educational Improvement; Elementary Secondary Education; Program Descriptions; Social Change; *Welfare Services

Identifiers: *Collaboratives; *Joining Forces Program

ED317623 TM014753

Partners in Research: Methodological Concerns of Schools Collaborating with Social Service Agencies on a Dropout Survey.

Holder, Anne

Jan 1990

23p.; Paper presented at the Annual Meeting of the Southwest Evaluation Research Association (Austin, TX, January 25-27, 1990).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

Journal Announcement: RIEAUG90

This paper traces the process of designing and administering a structured survey on dropping out of school to demonstrate the means by which working with organizations and their clients impacts research methodology. A dropout accounting system had been developed for the Ysleta Independent School District, a district with an enrollment of 50,000 students in El Paso (Texas). The researcher who had developed the system subsequently worked with a coalition of youth agencies—the El Paso Youth Network—to develop a dropout survey. Four design considerations arose: these involved identifying who would actually administer the questionnaire; means of developing clear and standard instructions; maintenance of client confidentiality and privacy; and logistical concerns including length of administration. A two-phased field testing process is length of administration. A two-phased field testing process is described. Numerous problems arose during the development of questionnaire items. Working with the youth agencies provided ready access to a population often difficult to access. Nevertheless, certain sacrifices in the research methodology resulted from tapping into extant social service schedules, policies, and personnel. (TJH)

Descriptors: *Community Surveys; Dropout Research; *Dropouts; Elementary Secondary Education; Field Tests; Interviews; Questionnaires; Research Methodology; *Research Problems; *School Community Relationship; School Districts; *Social Services; *Test Construction; Testing Problems; Youth Agencies

Identifiers: Ysleta Independent School District TX

ED312757 EA021408

The Same Client: The Demographics of Education and Service Delivery Systems.

Hodgkinson, Harold L.

Institute for Educational Leadership, Washington, D.C.

1989

32p.

Report No.: ISBN-0-937846-67-8

Available from: Publications Department, Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 ($12.00; quantity discounts). EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: EVALUATIVE REPORT (142); STATISTICAL MATERIAL (110)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEAPR90

In the United States, services (such as education, health care, housing, and transportation) are provided for citizens by a bewildering array of agencies at

many government levels. Service organizations must learn to communicate across functional lines, and educators must become familiar with other service providers at various levels. This means perceiving the client as the most important part of the organizations providing services to that person, family, or group. The rationale is that these agencies are all serving the same children and families as clients. This approach is the most efficient, effective, and humane way to deliver services in an era of diminishing financial resources. Drawing on numerous maps, tables, and statistics, this report explores the complex interrelationships among family demography, housing, transportation, health, crime, and education. Interagency cooperation and taxpayer investment in families' basic needs are essential to prevent future problems (like crime, illiteracy, mental retardation) and reduce the need for costly programs to deal with them. For example, it would be more cost-effective to help low-income families secure affordable housing and to supply small grants to cover broken down cars and medical emergencies than to maintain these same families on welfare. Prisons are another costly service that might be reduced by investing more heavily in early education and college access programs. Recent occupational and demographic trends (including metropolitan areas moving across state lines) are provided to support an interactive, client-centered agenda and recommendations for achieving it. (18 references) (MLH)
Descriptors: *Agency Cooperation; *Correctional Institutions; Demand Occupations; *Educational Cooperation; Educational Finance; Elementary Secondary Education; Family Characteristics; Futures (of Society); *Health Services; *Housing; Outcomes of Education; School Demography; *Transportation
Identifiers: *Client Centered Approach

ED309845 PS018142
New Partnerships: Education's Stake in the Family Support Act of 1988.
American Public Welfare Association, Washington, D.C.; Center for the Study of Social Policy, Washington, DC.; Children's Defense Fund, Washington, D.C.; Council of Chief State School Officers, Washington, D.C.; Grant (W.T.) Foundation, New York, N.Y. 1989
32p.
Available From: WTG, 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036-5541 ($1.00).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); LEGAL MATERIAL (090)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJAN90
The Family Support Act of 1988 (FSA) provides a means by which federal, state, and local governments can work systematically and comprehensively to provide the support people need to escape poverty. The act mandates that appropriate educational services be made available to at least some welfare recipients as part of the effort to help those receiving public assistance become self-supporting. The document: (1) highlights aspects of the FSA that are relevant to both the education and the public welfare communities; (2) describes the opportunities that FSA offers for both systems to meet their own and shared goals for populations at risk; (3) emphasizes the importance and benefits of collaboration between education and the human services in the implementation of FSA; and (4) offers suggestions that may abet the implementation process. Appended are a summary of the major provisions of the FSA, an overview of the Aid to Families with Dependent Children (AFDC) program, resources for additional information and assistance, and a reference list. (RH)
Descriptors: Adult Basic Education; *Agency Cooperation; Comprehensive

Programs; Educational Change; *Educational Responsibility; Family Involvement; Federal Government; *Federal Legislation; Government Role; High Risk Students; Local Government; *Low Income Groups; *Poverty; Resource Materials; School Business Relationship; State Government; *Welfare Services
Identifiers: Aid to Families with Dependent Children; *Family Support Act 1988

ED 308609 EA 021108
Joining Forces: A Report from the First Year.
Levy, Janet E.; Copple, Carol
National Association of State Boards of Education, Alexandria, VA.
Feb 1989
53p.; For related document, see ED 302 917.
Sponsoring Agency: Ford Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.; Joyce Foundation, Chicago, IL.; Prudential Foundation, Newark, N.J.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEDEC89
This report provides an overview of Joining Forces' first year and summarizes the substantive knowledge gained from cross-sector collaboration, in four sections. Section I discusses the background of the Joining Forces initiative. With an initial grant from the Ford Foundation, in late 1987, the National Association of State Boards of Education (NASBE) launched the Joining Forces, a national effort to help the education and human service sectors work together to aid children and families at risk. Section II summarizes the deliberations of the Wingspread Conference held in May 1988. Particularly significant is this section's focus on the leadership of the education and human service communities discussing their shared commitment to children and families at risk and the amount of work that lies ahead as an expression of that commitment. Section III and a table included at the end of the report present a summary of the results of a survey sent to all state education and human service agencies in an effort to list the current state-level collaborative task force/committees, agreements, and initiatives and scan good examples of collaboration. Forty-eight states and territories responded. The survey and related data show a great deal of cooperative interagency planning. Section IV concludes the report with an overview of Joining Forces' future agenda—an action plan designed to broaden the base of cross-sector interagency planning. (JAM)
Descriptors: *Cooperative Planning; Cooperative Programs; Cultural Isolation; Disadvantaged; *Disadvantaged Environment; *Disadvantaged Schools; *Disadvantaged Youth; Elementary Secondary Education; *High Risk Persons; High Risk Students; Poverty Areas
Identifiers: *Joining Forces Program; *National Association of State Boards of Education; Wingspread Conferences

ED307517 CG021677
Planning for State Solutions to the Problems of Youth at Risk. Final Report Fall 1988. Bulletin No. 9244.
Wisconsin State Dept. of Public Instruction, Madison. Jan 1989

103p.; Includes proceedings of a conference, "Wisconsin's Children at Risk: Moving a Children's Agenda Forward" (Madison, WI, May 8-10, 1988).
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIENOV89
Government: State
The introduction to this document proposes that the most effective response to the needs of at risk youth is collaboration between the reform efforts in education, human services, and employment and training initiatives. It discusses the goals of a project undertaken by the state of Wisconsin to draft policy recommendations reflecting such a collaborative effort, identify a model to serve at risk youth, and integrate research information to improve intervention strategies when working with this population. Six tasks undertaken to achieve these goals are described, including the establishment of an interagency council at the state level; the creation of the paper "Wisconsin's Statute, Administrative Rules and the CCSSO Model Statute;" recommendations of the interagency advisory council; and a meeting with Children at Risk coordinators. Components of the interagency collaboration to serve at risk youth are discussed. The remainder of the paper contains the proceedings of Wisconsin's Children at Risk Conference held in May, 1988. Included are welcome and closing remarks by Victor Contrucci, Assistant Superintendent of the Wisconsin Department of Public Instruction and these papers: (1) "Children at Risk in Wisconsin" (June Pery); (2) "An Agenda for Children-Analyzing the Past and Shaping the Future" (Herbert Grover); (3) "Responding Effectively to Children at Risk" (Gary Wehlage); (4) "Children in Need—The Report of the Committee on Economic Development" (Donna Shalala); (5) "The Council of Chief State School Officers' Model Statute for Serving Children at Risk" (Cynthia Brown); and (6) "What Should Wisconsin's Dream Be?" (Susan Phillips). The Children at Risk Status is appended. (NB)
Descriptors: Adolescents; *Agency Cooperation; *Childhood Needs; Children; Elementary Secondary Education; *High Risk Persons; Models; *State Action; State Agencies; *Statewide Planning
Identifiers: *Wisconsin

ED306700 EA021000
Community of Purpose: Promoting Collaboration through State Action. Youth At Risk.
Rodriguez, Esther; And Others
Education Commission of the States, Denver, Colo. Feb 1988
114p.
Available From: Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 (Stock No. AR-88-1; $8.50 plus $1.00 postage and handling).
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEOCT89
This paper is the fifth in an Education Commission of the States (ECS) series focusing on the problems of youth at risk of not successfully making the transition to adulthood. The topic of the paper is collaboration—both interagency and

public/private—and the contribution that collaborative efforts can make in programs targeted for youth at-risk. ECS conducted a 50-state survey of state-initiated programs for youth at risk of school failure. More than 700 telephone interviews were conducted with deputy commissioners of education, agency and department program directors and youth services practitioners. issues concerning at-risk youth are raised through the examination of some ongoing statewide collaboration. The issue of how states can capitalize on existing resources is explored. Appended is a list of ECS members, staff, and cooperating organizations. (SI)

Descriptors: *Cooperation; *Cooperative Education; *Cooperative Programs; *Dropouts; Elementary Secondary Education; *High Risk Students; *School Community Relationship; School Surveys; Youth

ED306642 EA020818

Students At Risk: Problems and Solutions. AASA Critical Issues Report.

Brodinsky, Ben; Keough, Katherine E.

American Association of School Administrators, Arlington, Va.

1989

116p.

Report No: ISBN-0-87652-123-5

Available From: Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00213; $13.95 plus $3.50 postage and handling; quantity discounts).

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEOCT89

The 1987 American Association of School Administrators survey on students at risk reported that school districts and administrators are alarmed about increasing dropout rates and are taking action to stem this tide. This report analyzes the problems of at-risk youth and recounts ameliorative efforts throughout the United States. Section A reviews various forces placing students at risk. Societal forces include poverty, the hardships accompanying minority status, and the weakening of home influence. Forces originating with schools include the troubled curriculum, inappropriate academic standards, and the insensitive school atmosphere. Section B describes private- and public-sector efforts to work with schools to help high risk students complete their education and enjoy better employment prospects. Section C explains how to identify at-risk students, outlines holistic approaches, and describes model programs addressing specific school and youth issues, such as teenage pregnancy, substance abuse, and suicide. This section closes by detailing four main approaches to deal with at-risk youth: alternative curriculum, counseling, tutorials, and work-related business partnerships. Appendix A reviews the Committee on Economic Development's "Children in Need" report. Appendix B describes Project Literacy U.S., while Appendices C and D provide a statement and comments on at-risk youth from the Forum of Educational Organization Leaders. Three other appendices concerning international policies, child abuse prevention, and developing an at-risk policy are included. (MLH)

Descriptors: *Cooperative Programs; *Dropout Programs; Elementary Secondary Education; *High Risk Students; Labor Force Development; *Prevention; School Business Relationship

Identifiers: *Partnerships in Education

ED305405 UD026653
School-Community Collaborations: Dilemmas and Opportunities.
Fruchter, Norm
Academy for Educational Development, Inc., New York, N.Y. 1987
9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120) Geographic Source: U.S.; New York
Journal Announcement: RIEAUG89
School-community collaborations are developing in many cities to respond to the escalating needs of minority and other disadvantaged students. School districts in New York City have developed collaborative programs with health care services, youth agencies, neighborhood family service centers, community organizations and parent groups. Critics argue that schools compound their academic ineffectiveness by attempting to meet their students' non-instructional needs. Supporters argue that schools have no choice because effective teaching and learning is impossible when students' pre-instructional needs remain unattended, and that schools are the only institutions societally positioned to mandate and achieve the daily attendance of all children. Advantages include the following: (1) provision of more extensive student services; (2) focus on school improvement; (3) reduction of the gap between school culture and home-neighborhood culture; and (4) development of a new comprehensive community-based institution with the local school and its instructional focus at the core of a wide range of services. Problems include the following: (1) district-level management's lack of experience; (2) a tendency to work only with traditional agencies to the exclusion of minority group organizations and agencies offering controversial services; (3) power struggles between administrators and collaborators; (4) disparities between school-level implementation and district-level decisions; (5) institutional rigidity; (6) a too narrow focus on vocationalism; and (7) the danger of creating an atmosphere of clientism. (FMW)
Descriptors: Cooperative Programs; Disadvantaged; Elementary Secondary Education; Essays; *High Risk Students; *Minority Group Children; School Business Relationship; *School Community Programs; *School Community Relationship; *Student Needs; Urban Areas; Urban Problems; *Urban Schools
Identifiers: *Collaboratives; New York City Board of Education

ED305403 UD026596
A Community-Wide Initiative To Improve the Quality of Education in the Rochester Public Schools: "E's Don't Stand for 'Excellence'."
Johnson, William A., Jr.; And Others
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Sep 1987
18p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG89
Target Audience: Policymakers
The goals of the Rochester (New York) Education Initiative are to inform the total community of the crisis of low academic achievement within the public school system, and to involve the total community in a set of strategies to correct the

problem. Activities included the following: (1) meetings to solicit the support of key community leaders and groups; (2) "speakouts" to solicit the views of students, parents, and educators; (3) a conference to involve a broad cross-section of community leaders in the development of an action plan; (4) "town meetings" to bring to the public's attention those issues which were identified in earlier phases; and (5) activation of School Action Committees (SACs) to implement at least one identifiable project which they felt would substantially improve academic achievement in their schools. Specific programs described in the report include the following: (1) School Action Committees; (2) City-Wide Task Force; (3) Business Task Force; (4) business programs; (5) the Center for Educational Development (CED); (6) human service agency programs; (7) church programs; (8) college programs; (9) foundation involvement; and (10) city school district programs. It will take several years to determine the impact of the Initiative, but data from the Black Scholars program and the Early Recognition Program already indicate some improvement in minority achievement. A brief biography of each author is included. (FMW)

Descriptors: Academic Achievement; Black Students; *Community Programs; *Comprehensive Programs; Educational Change; Educational Improvement; Elementary Secondary Education; *High Risk Students; Minority Groups; Program Descriptions; *School Business Relationship; *School Community Relationship; *Urban Schools

Identifiers: Collaboratives; Community Campaigns; *Rochester City School District NY

ED305207 RC017020

Securing Our Future: The Report of the National Forum for Youth At Risk (Washington, D.C., December 10-12, 1987).

Education Commission of the States, Denver, Colo. Sep 1988

57p.

Sponsoring Agency: Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.

Available From: ECS Distribution Center, 1860 Lincoln Street, Denver CO 80295 (Order No. AR-88-3, $7.50).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); REVIEW LITERATURE (070); CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEAUG89

This report is a summary of deliberations and strategy development at a forum focussed on the problems of youth at risk of not making a successful transition from school to adulthood. Twenty work groups came up with three priorities in dealing with the problems of at-risk youth: (1) address a child's education, social, health, and other needs together, rather than individually; (2) administrators, parents, teachers, and students must begin to solve problems cooperatively during the child's early years; and (3) curriculum and instructional approaches must be directed at helping all children succeed, including students who have different backgrounds and strengths. Suggested approaches to these problems varied, but adequate funding was seen as one requirement for any successful recommendation. Excerpts from 21 major speeches are included. Speakers included leaders in government, business, education, and labor. Several students who had been at risk of dropping out of school offered insight into the positive

and negative elements of their educational systems. Arkansas Governor Bill Clinton, Massachusetts Governor Michael Dukakis, and a North Carolina schools superintendent described educational problems and programs in their states. Author Jonathan Kozol and Children's Defense Fund President Marian Wright Edelman linked U.S. education problems to poverty issues. Several federal officials discussed the changing demands for U.S. educational systems. National Education Association President Mary Hartwood Futrell discussed possible roles of administrators and business leaders in the dropout problem. Corporate officials offered ideas regarding the roles of technology and innovative programs in education. This document details five areas for helping at-risk students: early intervention, parental involvement, one-on-one mentoring, school restructuring, and interagency collaboration. (TES)

Descriptors: Access to Education; Agency Cooperation; Conferences; *Cooperative Planning; *Dropout Prevention; Economic Factors; Educational Innovation; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Holistic Approach; Mentors; Parent Participation; Public Schools; *Student Needs

Identifiers: Early Intervention

ED304860 EC212557

Interagency Plan for Children with Special Needs. Progress Report.

Maryland Governor's Office for Children and Youth, Baltimore.; Maryland State Coordinating Council for the Residential Placement of Handicapped Children, Annapolis.; Maryland State Dept. of Education, Baltimore. Office of Special Education.; Maryland State Dept. of Health and Mental Hygiene, Baltimore.; Maryland State Dept. of Human Resources, Baltimore. Mar 1987

64p.; For related document, see ED 280 228.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAUG89

Government: State

Target Audience: Practitioners; Parents

The Interagency Committee for Children was formed by three Maryland government agencies: the Department of Human Resources, Department of Health and Mental Hygiene, and Department of Education. Committee goals are to develop services for children and families and provide a more coordinated service system for special needs children and youth. This progress report summarizes the three Departments' fiscal year 1987 activities. The report recommends the following goals: (1) expand and coordinate a system of prevention/early intervention services for children aged birth to 3 years and their families; (2) strengthen the system of protective services to children at risk of abuse and neglect; (3) ensure that children who are at risk of commitment or who have already been committed to the custody of a state agency receive appropriate services; (4) reduce school truancy, prevent disruptive behavior in school, and encourage students to complete high school; (5) coordinate and expand drug/alcohol abuse education and treatment programs; and (6) establish comprehensive assessment, diagnosis, and evaluation services for special needs children. Progress is described on tasks outlined in the first interagency plan, in the areas of primary prevention; early intervention; evaluation, assessment, and diagnosis; in-home and community services; and substitute care services. (JDD)

Descriptors: *Agency Cooperation; Alcohol Education; Child Abuse; Child Custody; Child Neglect; Child Welfare; *Cooperative Planning; Coordination; *Disabilities; Dropout Prevention; Drug Education; Drug Rehabilitation; Elementary Secondary Education; Handicap Identification; High Risk Persons; Individual Needs; Preschool Education; Prevention; *Social Services; *State Agencies; *State Programs; Student Evaluation; Truancy
Identifiers: Early Intervention; *Maryland

ED303616 CE051855
Building the Watertable of Youth Employability: Collaboration to Support Children and Youth at Risk between Ages Nine and Fifteen. Research Report No. 88-08.
Lacey, Richard A.
National Commission for Employment Policy (DOL), Washington, D.C.
May 1988
115p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL89
Government: Federal
The national movement for educational reform that began in the 1980's has largely concentrated on improving the educational services provided to high school and preschool students. It is equally important to help elementary and middle school children and young adolescents at risk develop the social and basic academic skills needed to function at home, at school, and in the community. A study examined educational research and programs that have concentrated on coordinating public and private resources to help these students build these skills. The study resulted in eight recommendations. It was concluded that (1) program planners should concentrate on building leadership and social skills among middle grade students; (2) adult participants in programs involving young adolescents should be trained to understand the dynamics of early adolescent development and multicultural factors in attitudes and behavior; (3) children and youth at risk should not only be provided with a wide array of supportive services but should be afforded opportunities to provide services to others as well; and (4) public school systems serving high concentrations of high-risk youth should create policies encouraging maximum flexibility and responsibility for decision making at the school building level. (Document includes eight pages of references.) (MN)
Descriptors: Agency Cooperation; *Cooperative Planning; Dropout Prevention; Educational Cooperation; Educational Legislation; *Educational Policy; *Employment Potential; *High Risk Students; Intermediate Grades; Junior High Schools; Policy Formation; *School Business Relationship; *Youth Employment
Identifiers: Job Training Partnership Act 1982

ED303560 UD026650
Successful Schooling for the At-Risk Student: Conference Report and Recommendations. City Univ. of New York, N.Y. City Coll.; New York State Education Dept., Albany. 1 Jun 1988
21p.
EDRS Price - MF01/PC01 Plus Postage.

Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN89
Government: State
The second annual Staying-in-School-Partnership Program (SSPP) conference, "Successful Schooling for the At-Risk Student: Ideas for Practitioners," brought representatives from the ten SSPP programs together with representatives from New York State and New York City Attendance Improvement/ Dropout Prevention (AIDP) programs, the New York City Dropout Prevention Program (DPP), and the Alternative High School Programs of the New York City Board of Education. SSPP's are university-based collaborative programs designed to work with schools to meet the needs of at-risk students. Goals were to report on successful practices, and to identify and recommend changes in schools that would improve education for at-risk students. Areas for school improvement included the following: (1) school organization and social services; (2) social climate and affective needs; (3) curriculum and instruction; (4) staff development; (5) parent involvement; and (6) partnerships with business and community-based organizations. Contents of this report are the following: (1) a list of 18 recommendations for how schools need to be changed to improve education for at-risk students developed by the participants; (2) the full text of the keynote address: "Successful Schooling for the At-Risk Student" (S. Phillips); (3) the conference program; (4) a list of the conference participants; and (5) acknowledgments of conference staff. (FMW)
Descriptors: Attendance; College School Cooperation; *Cooperative Programs; *Dropout Prevention; Dropout Programs; Educational Environment; *Educational Improvement; *High Risk Students; High Schools; *High School Students; Parent Participation; School Business Relationship; School Community Relationship; School Holding Power; Secondary Schools; Self Concept; Social Services; Urban Programs; Urban Schools; Urban Youth
Identifiers: *Attendance Improvement Plan; *Dropout Prevention Program

ED302917 EA020598
Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth.
National Association of State Boards of Education, Alexandria, VA.
Mar 1989
7p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEJUN89
The welfare system is presently being reformed and restructured to emphasize employment. However, while pushing remedial education and job placement for adults, we may be losing a whole generation of children whose failure in school dooms them to repeat the dependency cycle. An alarming number of youngsters are poor, have a chaotic family life, and face situations putting them at risk of long-term disadvantage and a bleak future. Although education has traditionally offered an escape hatch from

poverty and disadvantage, the present system is inadequate to help such children. Many youth are dropping out; others are leaving school without basic job-holding skills. The National Association of State Boards of Education (NASBE) is undertaking a multifaceted effort, called Joining Forces, to develop joint strategies for successfully serving high risk youngsters and to promote these strategies' adoption by education and social welfare systems throughout the United States to help children break or avoid the welfare cycle, Joining Forces seeks to help (1) disadvantaged and high risk families better support their children's educational performance; and (2) schools improve these children's academic performance and likelihood of graduating from high school. Joining Forces will help schools and human services agencies with early intervention, family-school involvement programs, early response to children experiencing problems, and necessary policy changes. By working together or in tandem, the education and social welfare systems can make better use of limited resources and give each system and the children a better chance of success. (MLH)

Descriptors: *Cooperative Programs; *Disadvantaged Youth; Elementary Secondary Education; *High Risk Students; Minority Group Children; *Parent Participation; *Poverty Programs; *Welfare Services

Identifiers: *National Association of State Boards of Education

ED302039 EC211836

Partnerships for the Future: Proceedings (Ellensburg, Washington, April 27-28, 1987).

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Special Services and Professional Programs. Apr 1987

86p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141); POSITION PAPER (120)

Geographic Source: U.S.; Washington

Journal Announcement: RIEMAY89

Government: State

Target Audience: Practitioners

These proceedings are the outcome of a 2-day conference involving education, health, and human service providers who work with children and youth with handicapping conditions across Washington State. The conference's purpose was to bring representatives from interagency teams together to exchange information about how the interagency teams operate, exchange information about barriers/issues related to interagency coordination, participate in staff development on the maintenance of effective interagency coordination and transition, and discuss the commitment both state agencies and local communities have to interagency coordination. Reports are presented from interagency teams focusing on specific program areas, including early childhood, seriously behaviorally disabled, and transition. Each report describes the activities of several interagency teams; the benefits of interagency collaboration to the public, families of handicapped children, and agencies/providers; and key issues. Appendices contain a list of participants, biographical information about conference facilitators and presenters, conference worksheets, an interagency agreement between the Washington State Department of Social and Health Services and the Office of the Superintendent of Public Instruction, eligibility criteria for handicapped students, and conference evaluation results. (JDD)

Descriptors: *Agency Cooperation; Behavior Disorders; Cooperative Planning; Coordination; *Delivery Systems; *Disabilities; Early Childhood Education; *Educational Practices; Elementary Secondary Education; *Health Services; *Human Services; Transitional Programs
Identifiers: *Washington

ED300699 CG021194
Youth At Risk: South Carolina's Search for Direction. Proceedings of a Forum (Columbia, South Carolina, March 23, 1988).
National Dropout Prevention Center, Clemson, SC. 1988
37p.
Sponsoring Agency: Wil Lou Gray Opportunity School Research and Training Center, Columbia, SC.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEAPR89
This document presents the proceedings of a forum held to study the problem of at-risk students and dropouts in South Carolina and to bring together representatives from the state's public schools, institutions of higher education, business and industry, government agencies, community organizations, and private citizens in the hopes of encouraging a greater coordination of group efforts dealing with at-risk youth. Included are the program agenda, an executive summary of the proceedings, and summaries of presentations by Sam Drew, superintendent of Wil Lou Gray Opportunity School where the forum was held; Linda Shirley, South Carolina Network Coordinator at the National Dropout Prevention Center; Esther Ferguson, founder and co-chairman of the National Dropout Prevention Fund; and John V. Hamby, acting director of the National Dropout Prevention Center. Four panelist presentations are included: (1) "Contributing Factors" (Ira Barbell); (2) "Early Identification and Intervention" (Eleanor Duff); (3) "Alternatives" (Robert Watson); and (4) "Staff Development and Training" (James Fouche). Forum participants' small group work is summarized and additional comments from the forum are given. (NB)
Descriptors: *Agency Cooperation; *Dropout Prevention; Dropouts; Elementary Secondary Education; *High Risk Students; *Potential Dropouts; Public Schools; School Community Relationship
Identifiers: *South Carolina

ED293062 CG020710
The Providence Dropout Prevention Plan: Strategies and Programs for K-12 At-Risk Students.
Feld, Marcia Marker; And Others
Providence Dropout Prevention Collaborative, RI. Nov 1987
227p.
Sponsoring Agency: Ford Foundation, New York, N.Y.; Providence School Dept., R.I.; Rhode Island Univ., Providence.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); DIRECTORY (132); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Rhode Island
Journal Announcement: RIESEP88
Responding to the high dropout rate in Providence, Rhode Island, public schools, community agencies, businesses, and teachers and administrators from the public schools joined together to form the Providence Dropout Prevention Collaborative. This document summarizes the study research, prevention plan, and implementation. The first chapter describes the city of Providence. The second chapter provides a profile of the characteristics of a typical at-risk student developed by examining the records of 250 recent dropouts and interviewing 100 dropouts and at-risk students. Policies and structures of the school system that work against at-risk students are examined in the third chapter. Funding for changes in the discipline system, its handling of low- achieving students, and increasing student counseling services are recommended. The fourth chapter lists and assesses the resources available to meet at-risk students' needs, noting that academic support services were well-represented; personal, emotional, health, and legal services were not. A resource directory organized according to nine types of services is provided in this chapter. The goals of the Collaborative's plan for reducing the dropout rate and providing opportunities for students to complete secondary school are discussed in chapter five. Three strategic interventions are described: (1) continuation and expansion of the Providence Dropout Prevention Collaborative; (2) creation of Providence's Community-Based Case Management Dropout Prevention Program; and (3) improvement of the Providence School Department's student data collection system. The sixth chapter describes the structure, functions, and staffing of the Collaborative's Plan. Appendices include goals and objectives of the New Ford Foundation Proposal to continue and expand the Collaborative; budgets for the three interventions for 1988-1989; subcommittee reports (including at-risk and droput interviews); and a list of the membership of the Collaborative. (ABL)
Descriptors: *Community Programs; Cooperative Programs; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; *High Risk Students; Profiles; *School Business Relationship; *School Community Relationship
Identifiers: Rhode Island (Providence)

ED291002 CG020534
The Coordination of Education and Social Services: Implications from Three Programs.
Firestone, William A.; Drews, Dale H.
Research for Better Schools, Inc., Philadelphia, Pa. Jan 1987
35p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); RESEARCH REPORT (143)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUL88
This study addressed concerns of Pennsylvania legislators and government departments by examining coordination between education and other human service agencies in three program areas: early intervention (for preschool handicapped children); student assistance (for drug and alcohol abuse and other teenage problems); and teenage pregnancy and parenting. It sought to clarify the

nature of the coordination problems that arose and the reasons for those problems in order to make recommendations about how to alleviate them in the future. Interagency conflict and service blockages were found to be independent problems for coordination. For teenage pregnancy, institutional survival concerns were the primary contributor to interagency conflict. The main cause of interagency conflict in student assistance was treatment philosophy and the main blockage to coordination was service capacity. For early intervention coordination, the main blockage was again service capacity. Conclusions and recommendations included: (1) coordination can increase the cost of services by increasing the demand; (2) coordination is facilitated by complementary interests; (3) arrangements that minimize competition between agencies should be established; (4) regulations contribute to coordination problems; (5) coordination is facilitated when programs have a clear purpose compatible with the philosophies of other involved parties; (6) local coordination councils can facilitate coordination; (7) planning and adjustment to facilitate coorddination must continue after new projects have started; and (8) increased resources are often needed to reduce service blockages. (ABL)

Descriptors: Adolescents; Alcoholism; Cooperation; *Coordination; Disabilities; Drug Abuse; Early Parenthood; *Human Services; *Intervention; Preschool Children; *Program Effectiveness; Social Networks; *Social Services; *Statewide Planning

Identifiers: *Pennsylvania

ED289931 UD025943

Education and Community Renewal: Regents Policy and Service Models.

New York State Education Dept., Albany. Educational Research Services Unit.

Sep 1987

39p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); LEGAL MATERIAL (090)

Geographic Source: U.S.; New York

Journal Announcement: RIEMAY88

Government: State

Environmental and institutional barriers faced by individuals and families living in economically distressed areas prevent them from benefiting from education to the same degree as other populations. A high level of economic and social distress is associated with high dropout rates. To help institutions to more effectively address the needs of disadvantaged people, the New York State Board of Regents adopted, in 1985, a policy statement which underscored the role of schools in cooperating with other human service providers on this issue. The Regents specifically called for the use of schools as bases of operation for the delivery of comprehensive services. Suggestions for these services include the following: (1) human services for students and their families which address the out-of-school causes of low performance; (2) academic support services available on a 12-month basis; and (3) educational services targeted toward hard-to-serve or special populations. This document contains the text of the Regents' policy, a list of potential funding sources, and two annotated bibliographies. (VM)

Descriptors: Economically Disadvantaged; Educational Improvement; *Educationally Disadvantaged; *Education Service Centers; Elementary Secondary Education; Governing Boards; Models; School Business Relationship; *School Community Relationship; *School Role; Social Services

Identifiers: New York

ED284092 CG020025

Meeting the Needs of Youth at Risk: Public Policy and Interagency Collaboration. Conference Proceedings (Portland, Oregon, March 4-5, 1987).

Crohn, Leslie

Northwest Regional Educational Lab., Portland, Oreg. Apr 1987

36p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEDEC87

This document contains materials from a conference designed to examine policy issues related to potential dropouts, youth offenders, drug and alcohol abusers, teenage parents, young children at risk, unemployed youth, and compensatory education. A brief overview of the 2-day conference is followed by summaries of each of the conference's presentations: (1) "Youth at Risk: A National Concern" (Frank Newman); (2) "Potential Dropouts" (Edward Meade); (3) "Youth Offenders" (Eugene Bayard Edgar); (4) "Drug and Alcohol Abusers" (Michael Buscemi); (5) "Teen Parents" (Joy Dryfoos); (6) "Early Intervention for Young Children at Risk" (Jule Sugarman); (7) "Unemployed Youth" (Lynn Curtis); (8) "Policy Options Related to Compensatory Education" (Alfred Rasp); (9) "Drug and Alcohol Abuse Survey Results" (Jeffrey Kushner); (10) "Serving Youth at Risk through Comprehensive State Policies" (Frank Brouillet, panel presentation); (11) "Exemplary Interagency Approaches" (Matthew Prophet); (12) "Effective Interagency Approaches to Meet the Needs of Youth at Risk" (panel presentation); and (13) "Spotlight on Exemplary Programs, Practices and Policies to Meet the Needs of Youth at Risk" (small group sessions). A conference summary, evaluation, and videotape order form are included. (NB)

Descriptors: *Adolescents; *Agency Cooperation; Children; Delinquency; Drinking; Dropouts; Drug Use; Early Parenthood; *High Risk Persons; *Needs Assessment; Potential Dropouts; *Public Policy; *Youth Problems

ED280228 EC192129

Interagency Plan for Children with Special Needs.

Maryland Governor's Office for Children and Youth, Baltimore.; Maryland State Dept. of Education, Baltimore. Office of Special Education.; Maryland State Dept. of Health and Mental Hygiene, Baltimore.; Maryland State Dept. of Human Resources, Baltimore. Jan 1986

86p.; Portions of appendices contain small print.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAUG87

Government: State

Target Audience: Policymakers; Administrators; Practitioners

The Interagency Plan for Children with Special Needs for Maryland residents has three major purposes: (1) to set priorities for developing or expanding services required by special needs children and their families; (2) to ensure that resources targeted for special needs children are administered effectively by increasing interagency coordination in planning, financing, case managing, and administering services; and (3) to establish an action agenda for state administrators, the

general assembly, advocates, parents, and provider agencies. This document presents the plan in two major sections. One section discusses the continuum of services for children with special needs involving five major areas: primary prevention activities; early intervention services; evaluation, assessment, and diagnostic services; in-home and community services; and substitute care services. A second section discusses interagency issues in managing the continuum of children's services and considers children not covered in the plan; ongoing long-range planning; service planning and case management; community education regarding the availability of services; coordinated interface with private sector providers; transitioning services; interagency licensing and monitoring; and interagency rate setting. Appendices present: definitions of handicapped children (as defined by the Maryland State Department of Education); service definitions; and descriptions of programs administered by the Department of Health and Mental Hygiene, the Department of Human Resources, and the State Department of Education. (CB)

Descriptors: *Agency Cooperation; Children; Clinical Diagnosis; Community Services; Delivery Systems; *Disabilities; *Human Services; Intervention; Prevention; Screening Tests; *State Agencies; *State Programs; *Statewide Planning

Identifiers: *Maryland

ED272597 UD024743

A Guide for Developing Non-Instructional Programs.

National Urban League, Inc., New York, N.Y. Dec 1983

238p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: 300-80-0861

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New York

Journal Announcement: RIEDEC86

Target Audience: Practitioners

This handbook presents a comprehensive, step-by-step guide for educators, parents, and community leaders who are interested in providing non-instructional services in an educational setting. The general concepts are based on a program development model that has been adapted to the special concerns of non-instructional in-school programs. The specific ideas and examples in the handbook are derived from the experiences of Follow Through Program sites in New York City, which included health services, social services, guidance and psychological services, and nutrition services. The main body of the handbook consists of five sections which outline program development: (1) Needs Assessment (identifying the problems and needs to be addressed by the program); (2) Program Design (planning service delivery and management strategies for addressing these needs); (3) Program Implementation (operating the program based on clearly specified program objectives); (4) Program Monitoring (determining whether the program is being implemented efficiently and effectively and is meeting its service delivery and management objectives); and (5) Interagency Cooperation (forming linkages with other agencies and programs for the sharing and exchanging of ideas and resources). The handbook also presents a case study of non-instructional services in the Follow Through Project, a workbook containing worksheets and a checklist for each stage of program development, and an extensive annotated bibliography. Charts, tables, and other illustrative material are included to

provide a capsule view of the program development process and to present examples of the concepts and activities being discussed. (KH) Descriptors: *Agency Cooperation; *Ancillary School Services; Cooperative Programs; Elementary Secondary Education; Health Programs; Needs Assessment; *Program Design; *Program Development; Program Evaluation; *Program Implementation; Psychological Services; School Role; Social Services
Identifiers: Follow Through Services NY

ED267339 CG018919
Variables in Effective Interagency Relationships.
Bayer, Darryl Lee
Aug 1985 23p.; Earlier version of this paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEAUG86
The sytems view of organizations recognizes that all parts of the organization, including people and organizations within networks, affect all the other parts. This study examines the interorganizational relationships of a rural community human service delivery system in northern Minnesota. The coordination and integration of human services appear successful in this community. Ten agencies from about 30 in the system were selected randomly for this study; the agencies included a runaway youth shelter, residential facilities for juvenile offenders, a Planned Parenthood facility, a battered women's shelter, an elderly adults' daycare facility, a nursing home, a shelter for the mentally ill, a group home for the mentally retarded, and a day activities center for the mentally retarded. These agencies had network relationships with one another and with public schools, social services, federal programs, medical and psychiatric services, citizen groups, legal authorities and court systems, licensing boards, funding agencies, shelters, and the media. Interviews with the ten agencies provided information on administrative history and relationships, funding, agency agreement on service provision, the value of interagency cooperation, and how intra- and inter-agency conflict is handled. Findings indicated that the systems attended primarily to the areas of productivity, rewards, and conflict. The primary variables contributing to the high effectiveness of the interorganizational relationships within the system network were sharing a similar ideology, maintaining task-oriented information exchange, and managing distinctiveness of agency role. (ABL)
Descriptors: *Agency Cooperation; Agency Role; *Human Services; *Institutional Cooperation; Network Analysis; *Networks; *Organizational Communication; Organizational Theories
Identifiers: *Organizational Analysis; Organizational Behavior

ED263988 PS015437
Health Coordination Manual. Head Start Health Services.
Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau. 1984
357p.
Report No: OHDS-84-31190
EDRS Price - MF01/PC15 Plus Postage.

Language: English
Document Type: NON-CLASSROOM MATERIAL (055); TEACHING GUIDE (052); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAPR86
Government: Federal
Target Audience: Practitioners
Part 1 of this manual on coordinating health care services for Head Start children provides an overview of what Head Start health staff should do to meet the medical, mental health, nutritional, and/or dental needs of Head Start children, staff, and family members. Offering examples, lists, action steps, and charts for clarification, part 2 provides a detailed explanation of why and how the health service activities may be done. Worksheets and case studies are provided to help staff practice an activity or to show how to organize and keep information on local resources or procedures. Discussed are (1) planning and budgeting for the health program; (2) actions to be taken before implementing plans; (3) delivery of child health services for Head Start children and children with special needs; (4) program monitoring, including recordkeeping and tracking; (5) health education; and (6) program evaluation. Part 2 ends with a bibliography of materials focusing on topics discussed. Ten appendices contain health profiles, examples of community resources, job descriptions of Head Start health staff, lists of Head Start regional offices and health consultants, lists of instructional materials for use in program implementation, health education planning materials, examples of forms and letters, a list of state interagency agreements between Head Start and the Early and Periodic Screening, Diagnosis, and Treatment Program (EPSDT), and an evaluation form addressed to users of the manual. (RH)
Descriptors: *Coordination; *Day Care; Disabilities; Early Childhood Education; Health Education; *Health Services; Planning; Program Evaluation; *Program Implementation; Record Keeping; *Safety
Identifiers: *Project Head Start

ED251234 PS014774
A Survey of Preschool Programs in Tennessee.
Stafford, Beth G.; Rog, Debbra
Tennessee Children's Services Commission, Nashville. 30 Sep 1984
67p.; For related documents, see PS 014 772-775.
Sponsoring Agency: Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Grant No: ACYF-90CW685/01
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEAPR85
Government: State
One of four volumes dealing with the CARE (Children's Agencies, Resources, Etc.) Linkages Project in Tennessee, this manual reports a survey of preschool programs in 16 counties. The goal of the CARE project was to foster collaboration leading to more effective linkages between publicly funded child care and development programs and other service providers. The survey was designed to evaluate project impact and to provide information about preschool programs.

Following two training sessions and 6 months prior to intervention, local CARE district coordinators conducted telephone interviews with 120 preschool program directors in eight control and eight treatment counties. The following information was solicited: (1) program characteristics; (2) the program's current and needed services; (3) current networking and collaboration; (4) knowledge of other preschool services; (5) director's attitudes toward collaboration; (6) director's perceptions of the consequences of collaboration; (7) possible barriers to collaboration; and (8) director's professional experience. The results of the pretest indicated that preschool program directors in both the intervention and the comparison counties had very positive attitudes toward collaboration. In the posttest survey (a year later) the whole group of directors showed a slight, but statistically significant increase in their positive attitudes toward collaboration. Perhaps as a result of problems with the survey questionnaire, results did not suggest that the intervention itself had any positive impact on directors' perceptions. The telephone survey script and interview questionnaire are included. (CB)

Descriptors: *Agency Cooperation; *Coordination; Day Care; Early Childhood Education; Institutional Cooperation; *Personnel Directors; *Preschool Education; Questionnaires; School Surveys; Social Agencies; *Social Services

Identifiers: *CARE Linkages Project; *Tennessee

ED251233 PS014773

The CARE (Children, Agencies, Resources, Etc.) Linkages Project. Final Evaluation Report.

Stafford, Beth G.; And Others

Tennessee Children's Services Commission, Nashville. 30 Sep 1984

99p.; For related documents, see PS 014 772-775.

Sponsoring Agency: Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Grant No: ACYF-90CW685/01

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEAPR85

This evaluation report, one of four volumes dealing with the CARE (Children's Agencies, Resources, Etc.) Linkages Project in Tennessee, describes the development, implementation, and results of the interagency committee model used in the project. The project's goal was to foster collaboration leading to more effective linkages between publicly funded child care and development programs and other service providers. The model for promoting collaboration involved a state level Core CARE Committee and eight county-level CARE Committees. The Core CARE Committee promoted coordination among statewide agencies, while the local CARE Committees focused on developing linkages among local agencies and individuals. These local committees met monthly for 9 months. The impact of the CARE project was measured by administering a pretest and posttest telephone survey to over 100 preschool program directors and by documenting the actual events that occurred in counties as a result of project activities. Results indicated that the interagency committee is an effective model for bringing about collaboration. Survey responses did not show substantial differences between the eight intervention counties and eight comparison counties in attitudes toward coordination. However, documentation of local CARE Committee activities indicated that the committees went through a process that resulted in a high degree of collaboration to address local preschool needs. Addenda consist of a bibliography and

survey instruments. (CB)
Descriptors: *Agency Cooperation; *Coordination; Day Care; Early Childhood Education; Institutional Cooperation; Nursery Schools; *Preschool Education; *Program Evaluation; Social Agencies; *Social Services; Statewide Planning; Surveys
Identifiers: *CARE Linkages Project; *Tennessee

ED251232 PS014772
The Creation and Activities of Local CARE Committees: A Manual on Stimulating Local Collaborative Efforts Relating to Preschool Services.
Stafford, Beth G.; And Others
Tennessee Children's Services Commission, Nashville. 30 Sep 1984
61p.; For related documents, see PS 014 773-775.
Sponsoring Agency: Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Grant No: ACYF-90CW685/01
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEAPR85
Government: State
One of four volumes devoted to the CARE (Children's Agencies, Resources, Etc.) Linkages Project in Tennessee, this report describes the development of eight county CARE committees. The goal of the project was to foster collaboration leading to more effective linkages between publicly funded child care and development programs and other service providers. Four inservice training sessions were provided by the state and local CARE coordinators for district program coordinators. These sessions focused on creating, staffing, and documenting the activities of local CARE committees. As a result of the sessions, lists of suggested local CARE committee members were developed. These differed according to geographical area but in general included professionals from public and private preschools and day care centers, health and environmental agencies, the local school system, the Department of Human Services, and local councils and volunteer groups. Sessions also generated agenda to follow at the first CARE committee meeting and clarified the role district coordinators should play. Numerous appendices include training materials, documents created for committee record keeping, and a summary of committee activities in each of eight counties. (CB)
Descriptors: *Agency Cooperation; Committees; *Coordination; Day Care; Early Childhood Education; Health Services; Institutional Cooperation; *Preschool Education; Social Agencies; *Social Services; *Statewide Planning
Identifiers: *CARE Linkages Project; Project Head Start; *Tennessee

ED237625 UD023270
"How to" Connect Schools and Communities: A Resource Guide for New York City. State Univ. of New York, Albany. Office of the Regents. 1983
120p.
Sponsoring Agency: Mott (C.S.) Foundation, Flint, Mich.; New York State Education Dept., Albany. Div. of Continuing Education.
EDRS Price - MF01/PC05 Plus Postage.
Language: English

Document Type: DIRECTORY (132)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPR84
Government: State
This resource guide is based on the work of a 1982 conference on "'How to' Connect Schools and Communities" that was sponsored by the Regents Advisory Council to the Regents New York City Project. The Council prepared the guide in order to assist those interested in making connections with providers of cultural, recreation, education, employment, multiservice, and parenting programs. The programs detailed in this directory are arranged according to the above subject areas, and each entry contains a program summary, a list of program objectives, a statement of major services provided as well as the name and telephone number of a person who may be contacted for further information. A guide to additional resources is also given. Listed in Appendix A are the names, addresses, telephone numbers, and affiliations of all those who attended the conference. Contained in Appendix B is a concise telephone directory for the New York State Education Department. These listings are included in order to encourage efforts by participants and readers to work together toward developing a network of interconnected, complementary, and comprehensive school-community programs. (CMG)
Descriptors: Community Organizations; *Community Programs; *Community Services; Cultural Activities; Cultural Enrichment; Elementary Secondary Education; Employment Programs; Parenthood Education; *Program Descriptions; Recreational Programs; *School Community Programs; *School Community Relationship
Identifiers: *Networking; *New York (New York)

ED213548 RC013207
The Grassroots Connections: Strategies for Increasing Synergy Between Schools and Agencies.
Tarleau, Alison T.
Washington Univ., St. Louis, MO. Region VII Child Welfare Training Center.
Dec 1981
23p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEJUL82
Presented by the Region VII Child Welfare Training Center, this collection of four papers examines aspects of interaction between schools and social agencies which could be exploited more fully to the benefit of both organizations. The first paper, a presentation from the Sixth Rural Institute of Social Work in Rural Areas entitled "Synergistic Modeling: Methods of Cooperation among Rural Schools and Agencies," presents general suggestions and gives a case study of the methods employed in Region II. The second paper, "Developing Access for Agencies to Information in University Learning Resource Collections/Libraries," discusses the advantages and disadvantages of developing access to university learning resource collections/libraries and makes specific suggestions for developing methods of expanding access. The third and fourth selections were developed for presentation at the annual retreat of the Kansas Council on Social Work Education. The third, "Ideas About How the Kansas Universities and Colleges Can

Support SRS (Social and Rehabilitation Services) in Meeting Its Staff Training Needs," has implications beyond the boundaries of Kansas despite its specific state focus. The fourth selection is a checklist of methods which enable schools and agencies to work cooperatively. (CM)

Descriptors: *Agency Cooperation; Agency Role; *Ancillary School Services; Case Studies; Child Welfare; College Libraries; *College Role; Elementary Secondary Education; Higher Education; Information Centers; Resource Centers; *Rural Schools; School Districts; School Role; *Social Services; Social Workers; *Staff Development

Identifiers: Kansas; *Synergy

ED208601 EA014192

Suggested Services and Policies Related to Adolescent Parenthood. A Report of the Adolescent Parenthood Project.

Alexander, Sharon J.

National Association of State Boards of Education, Washington, D.C.

1981

99p.; For a related document, see EA 014 191.

Sponsoring Agency: Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Grant No: 90-C01760

Available From: National Association of State Boards of Education, 444 North Capitol St., NW, Suite 526, Washington, DC 20001 ($9.50).

EDRS Price - MF01/PC04 Plus Postage.

Language: English Document Type: NON-CLASSROOM MATERIAL (055); POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAR82

Target Audience: Practitioners

Aimed at both policy makers and service providers, this report assesses services and policies regarding adolescent parents and pregnant adolescents and recommends a number of additions and changes. The first chapter examines the services already offered to pregnant adolescents and adolescent parents, including counseling, family planning, assistance with welfare or unemployment applications, and general education programs. Further services recommended concern the provision of food, shelter, and other personal necessities; physical, social, and emotional health services; prevention of child abuse and neglect; employment training and job placement; legal assistance; and staff training, outreach, and other program management activities. The second chapter discusses state policies and policy development for handling adolescent pregnancy and parenthood problems. The author recommends that policies address program coordination, staff selection and responsibilities, services development, and data collection. The final chapter reviews the problems of interagency collaboration in providing services. It offers guidelines for improving coordination as well as case illustrations of agency cooperation. Two appendices summarize the national survey from which this report was drawn and give examples of interagency coordination agreements. (Author/RW)

Descriptors: *Adolescents; *Agency Cooperation; Coordination; Elementary Secondary Education; Health Services; Parents; *Pregnant Students; *Public Policy; *Social Services; State Programs

Identifiers: *Adolescent Parents

ED203485 EA013675
Three Techniques for Involving Human Service Agencies in Community-Based Education.
Jackson, Barbara L.
Teacher Corps Recruitment and Community Technical Resource Centers, Washington, D.C. Jul 1980
26p.
Sponsoring Agency: Office of Education (ED), Washington, D.C. Teacher Corps.
Contract No: 300-79-012
Report No: RCTR-CBE-PN-3
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV81
Human service agencies, including public schools and institutions of higher education, are playing an increasingly dominant role in the lives of all citizens, especially the poor. The increasingly bureaucratic nature of these agencies has been contributing to the continued powerlessness and dependence of their growing clientele. The perception by human service agencies of their role in the community can be refocused on assisting the poor in developing self-help and self-direction programs through community-based education. Three illustrations of ways in which these agencies can become involved in community-based education are presented in this document, including a parenting program involving several agencies, a high school-based inter-agency council aimed at solving needs of high school-aged community residents, and an urban cooperative extension program modeled on rural agricultural extension programs. (PGD)
Descriptors: *Agency Cooperation; *Agency Role; Change Agents; Change Strategies; Community Coordination; Community Education; *Community Involvement; *Community Programs; *Community Services; Extension Agents; Extension Education;
*Human Services; Local Issues; Social Agencies; Welfare Agencies; Youth Programs
Identifiers: *Community Based Education

ED199877 EA013378
Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32.
National School Resource Network, Washington, D.C. [1980
5p.
Sponsoring Agency: Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
Grant No: 79JS-AX-0019
Available From: National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: SERIAL (022); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG81
Yerba Buena High School in San Jose (California) has implemented a school-

based, interagency team approach for delivery of a variety of social services to students, their families, and community members. In the early 1970s the school secured a grant, hired a "crisis counselor," and set up a 24-hour hotline staffed by professionals and volunteers. An extensive counseling program was also developed at the time. Subsequent to the grant period, the school has continued to provide a number of social services under local funding. (Author)

Descriptors: *Agency Cooperation; *Crisis Intervention; *Delivery Systems; Program Descriptions; *School Community Relationship; Secondary Education; *Social Services; *Technical Assistance

AT • RISK

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IN

C R I S I S

The *At-Risk Youth in Crisis* Handbook Series has been designed to promote interagency agreement on procedures for schools to follow in managing crisis situations with at-risk students. *Volume 1: Introduction and Resources* explains the rationale for the Handbook, tells how it was developed, and guides school districts in adapting the Handbook to meet their own needs. Volume 1 also provides resources on the general subject of collaboration between schools and social service agencies.

Subsequent volumes deal with specific crisis issues: suicide, child abuse, substance abuse, teen parents, school attendance, and so forth. Each volume suggests guidelines for school staff to follow as they respond to immediate crisis situations. In addition, each volume presents long-term prevention strategies, staff and student training programs, policy development guidelines, and other practical materials.

A theme running through all these volumes is the need for interagency cooperation. Schools do play a critical role in preventing and intervening in crisis situations. However, they can neither assume total responsibility for resolving crises, nor abdicate responsibility on grounds that such problems are outside the realm of the educational focus of the school.

A comprehensive, integrated approach, in which schools, parents, and community agencies cooperate and collaborate, is absolutely essential to prevent these problems from occurring and to intervene at the earliest possible moment when they do occur.

This Handbook serves as a model for both content (substantive guidelines for responding to particular crisis situations) and process (procedures for entering into productive collaborative relationships between schools and social service agencies).

By discussing the crisis-response guidelines with the community social service systems, school district personnel can clarify and delineate their own responsibility from community responsibility. Ultimately, the aim of the Handbook is to promote an arena in which the most appropriate service delivery can occur in the school and the community.

Linn-Benton Education Service District
and
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